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No. 11

TWELFTH ANNUAL SESSION OF THE

Teachers' Association of Northern California

and the Institute of

Butte, Nevada, Glenn, Yolo, Colusa, Placer, Sacramento, Tehama
and Amador Counties

Sacramento, Cal., Oct. 22, 23, 24, 25, 1907

CALENDAR OF OFFICERS OF ASSOCIATION

Shasta Retreat, 1896

George H. Stout.....President
C. G. Kline.....Secretary
Mrs. Amelia Dittmar.....Treasurer

Shasta Retreat, 1897

George H. Stout.....President
Kate Ames.....Secretary
Mrs. Amelia Dittmar.....Treasurer

Chico, 1898

C. M. Ritter.....President
Kate Ames.....Secretary
Mrs. Amelia Dittmar.....Treasurer

Red Bluff, 1899

O. E. Graves.....President
Kate Ames.....Secretary
Margaret I. Poore.....Treasurer

Marysville, 1900

F. S. Reager.....President
R. H. Dunn.....1st Vice-President
Grace L. Henley.....2d Vice-President
Margaret I. Poore.....Recording Secretary
Guy H. Stokes.....Corresponding Secretary
Lena K. Nangle.....Treasurer

Chico, 1901

Guy H. Stokes.....President
G. W. Wright.....1st Vice-President
Margaret I. Poore.....2d Vice-President
Lena K. Nangle.....Recording Secretary
Elmer I. Miller.....Corresponding Secretary
J. E. Hayman.....Treasurer

Redding, 1902

Elmer I. Miller.....President
C. G. Kline.....1st Vice-President
Mrs. S. L. Peart.....2d Vice-President
Lillie L. Laugenour.....Recording Secretary
V. A. McGeorge.....Corresponding Secretary
J. D. Sweeney.....Treasurer

Willows, 1903

Dr. C. C. Van Liew.....President
U. G. Durfee.....1st Vice-President
Ellen Lynch.....2d Vice-President
Lillie Laugenour.....Recording Secretary
C. J. Lathrop.....Corresponding Secretary
J. D. Sweeney.....Treasurer

Woodland, 1904

Dr. George C. Thompson.....President
James T. Matlock, Jr.....Vice-President
Ellen Lynch.....Recording Secretary
T. J. Crane.....Corresponding Secretary
J. D. Sweeney.....Treasurer

Red Bluff, 1905

J. D. Sweeney.....President
A. B. Anderson.....Vice-President
Ellen A. Lynch.....Recording Secretary
Glenn L. Allen.....Corresponding Secretary
T. J. Crane.....Treasurer

Chico, 1906

A. B. Anderson.....President
C. J. Lathrop.....Vice-President
Ellen A. Lynch.....Recording Secretary
Lillie L. Laugenour.....Corresponding Secretary
J. D. Sweeney.....Treasurer

Sacramento, 1907

Charles H. Camper.....President
O. W. Erlewine.....Vice-President
Lulu E. White.....Recording Secretary
Mrs. M. S. Abrams.....Corresponding Secretary
J. D. Sweeney.....Treasurer

Marysville, 1908

Laverne L. Freeman.....President
C. N. Shane.....Vice-President
Lulu E. White.....Recording Secretary
May E. Dexter.....Corresponding Secretary
J. D. Sweeney.....Treasurer

CONSTITUTION

Preamble

For the purpose of affording an opportunity for the exchange of opinions upon subjects of special interest to the teachers and other friends of education, for continued mental development, the promotion of closer fellowship and wider sympathy among the teaching fraternity of Northern California, we, the members of this Association, do hereby adopt the following constitution:

Name

Section 1. This organization shall be known as the Teachers' Association of Northern California.

Membership

Sec. 2. Any person interested in the cause of education may become a member of this Association by the payment of an annual fee of \$1, provided, that no fee shall be required during the year in which this Association shall unite with the California Teachers' Association, as provided in Section 9 of this constitution. Members of this Association during that year shall include all members of the previous year and such other persons as shall become members by payment of the annual fee.

Officers

Sec. 3. Officers of this Association shall be a President, a Vice-President, a Recording Secretary, a Corresponding Secretary, a Treasurer, an Executive Committee, and a Financial Committee.

The Executive Committee shall consist of seven members, namely, the outgoing President and Corresponding Secretary, the incoming President and Corresponding Secretary, and three others appointed by the incoming President. The Finance Committee shall consist of three members elected by the members of the Association.

All members shall be elected annually.

Duties of Officers and Committees

Sec. 4. The duties of the officers of this Association shall be such as usually pertain to such offices.

Duties of Executive Committee

Sec. 5. It shall be the duty of the Executive Committee to prepare programs and make all necessary arrangements for the annual meetings.

Duties of Finance Committee

Sec. 6. It shall be the duty of the Finance Committee to examine and audit all bills against the Association.

Vacancies

Sec. 7. A vacancy in any office shall be

filled by the President with the consent of the Executive Committee.

In case of a vacancy in the office of President the Vice-President shall succeed to that office.

Time and Place of Meeting

Sec. 8. At each annual meeting the time and place for the next annual meeting shall be determined by a vote of the Association, or, the power to name time and place of meeting be delegated to the Executive Committee of the Association.

Sec. 9. Meetings of this Association shall be held annually but during the year in which the California Teachers' Association shall meet in Northern California there shall be no program for this Association, but a meeting for the purpose of transacting business and electing officers shall be held at the time and place designated for the meeting of the California Teachers' Association, on the second day of that meeting and at such hour as shall not conflict with the program.

Order of Business

Sec. 10. First day, forenoon, organization; afternoon, appointment of committees. Second day, afternoon, election of officers and location of place for next meeting. Third day, afternoon, reports of committees.

Amendments

Sec. 11. This Constitution may be amended at any annual meeting by a majority of the members present; provided, such amendment be submitted in writing and be read not later than the third day of the session and voted upon by the Association during the last day of the meeting.

AMENDMENTS

Sacramento, October, 1907.

Section II. amended as follows:

"Provided, further, that teachers in such counties as shall hold joint institute with the Teachers' Association of Northern California shall be members of this Association without the payment of the fee of \$1 for the year of such joint session."

Section III. amended as follows:

"Provided, further, that the Recording and Corresponding Secretaries may each have the privilege of appointing one assistant."

Section IV. amended as follows:

"Provided, further, that the Corresponding Secretary shall sign railroad certificates of members of this Association."

Section VI. is hereby repealed.

PROGRAM

SPEAKERS

Hon. J. G. Gillett, Governor of California.
Edward Hyatt, State Superintendent of Public Instruction.

Richard Gause Boone, former Professor of Pedagogy, Indiana University; President of Michigan State Normal College, and late Superintendent of Schools, Cincinnati, Ohio, now editor of "Education" (Boston, Mass.).

E. T. Mathes, President Bellingham Normal, Wash.

C. C. VanLiew, President Chico Normal, Cal.

Leroy Anderson, President State Polytechnic College.

Alexis F. Lange, U. C.

F. B. Dresslar, U. C.

Harold Heath, Stanford University.

W. A. Gates, Secretary State Board of Charities and Corrections.

A. J. Pillsbury, editor Sacramento "Union."

Willie M. Martin, pastor First M. E. Church, Alameda.

Charles C. Browning, M. D., Monrovia, Cal.

Judge Frank Murasky, Superior Court, San Francisco.

MEETING PLACES

General Sessions

Tuesday P. M.—Turner Hall, K, Ninth and Tenth streets.

Tuesday Evening—Crocker Art Gallery.

Wednesday P. M.—Turner Hall, K, Ninth and Tenth streets.

Wednesday Evening — Congregational Church, Sixth, I and J streets.

Thursday P. M.—Turner Hall.

Thursday Evening—Turner Hall.

High School Section

Wednesday A. M. and Thursday A. M.—Union Republican Club Rooms, Tenth and K streets.

Elementary School Section

Wednesday A. M. and Thursday A. M.—Turner Hall, K, Ninth and Tenth streets.

County Institutes

Tuesday A. M. and Friday A. M.—Butte, Temple Hall, I. O. O. F. Temple, Ninth and K streets.

Nevada, Encampment Hall, I. O. O. F. Temple, Ninth and K streets.

Glenn, Friendship Hall, I. O. O. F. Temple, Ninth and K streets.

Yolo, Fraternity Hall, I. O. O. F. Temple, Ninth and K streets.

Colusa, Unity Hall, I. O. O. F. Temple, Ninth and K streets.

Placer, Union Republican Club Rooms, Tenth and K streets.

Sacramento, Turner Hall, K, Ninth and Tenth streets.

Tehama, High School, Ninth and M. Amador, High School, Ninth and M. Shasta and Sutter having held local institutes at home are unassigned.

General Sessions

TUESDAY, OCT. 22, 1:30 P. M.

Introductions, by Chairman of Local Committee Superintendent Erlewine Music.

Prayer—Rev. H. K. Booth.

Address..... Hon. J. G. Gillett, Governor of California.

Address of Welcome Mayor M. R. Beard, Sacramento, Cal.

Address—In Behalf of the Sacramento Teachers..Supt. O'Neill, Sacramento, Cal.

President's Address Charles H. Camper, City Superintendent of Schools, Chico, Cal.

Lecture—"Fundamentals in Education" Richard G. Boone, Boston, Mass.

Address—"The Influence of Democracy on the Curriculum" C. C. Van Liew, President Chico Normal, Cal.

TUESDAY EVENING—8 O'CLOCK.

Reception in the Crocker Art Gallery.

WEDNESDAY, OCT. 23, 1:30 P. M.

Music.

Election of Officers.

Address—"Man Building" W. A. Gates, Secretary State Board of

Charities and Corrections.

Lecture—"The Wandering Caucasian".... E. T. Mathes, President Bellingham Normal, Washington.

Lecture (Stereopticon)—"Cause and Prevention of Tuberculosis" Dr. Charles C. Browning, Monrovia, Cal.

WEDNESDAY EVENING—8 O'CLOCK.

Music.

Greetings State Superintendent of Public Instruction Edward Hyatt.

Lecture—"Serviceableness in Education" Richard G. Boone, Boston, Mass.

THURSDAY, OCT. 24, 1:30 P. M.

Music.

Address—"The Moral Training of Our Children" Prof. F. B. Dresslar, Department of Education, Berkeley.

Address—"To Be Interested or to Know" Rev. Willie M. Martin, First M. E. Church, Alameda.

Address—"Our Adolescent School System" Prof. Alexis F. Lange, U. C.

Lecture (Stereopticon) "Vesuvius" Prof. Harold Heath, Stanford University.

SIERRA EDUCATIONAL NEWS AND BOOK REVIEW

THURSDAY EVENING—8 O'CLOCK.

Music.
 Lecture—"Our Juvenile Delinquents and Dependents"
 Hon. Frank Murasky, Judge of Superior Court, San Francisco.

FRIDAY AFTERNOON.

Excursions.

County Institute Sessions

TUESDAY, OCT. 22, 10 A. M.

County Institutes in separate sessions, each conducted by their respective County Superintendents.

FRIDAY, OCT. 25, 10 A. M.

County Institutes in separate sessions, for discussions, resolutions, etc.

High School Section Sessions

Frank Tade, Principal Sacramento High School, Chairman.

WEDNESDAY, OCT. 23, 9 A. M.

Lecture—"The Literary Discipline"
 Richard G. Boone, Boston
 Address—"Agriculture in the High Schools"
 Leroy Anderson, Director California Polytechnic School, San Luis Obispo, California.
 Address—"The Twentieth Century High School"
 Mr. A. J. Pillsbury, Editor Sacramento "Union."
 Discussions.

THURSDAY, OCT. 24, 9 A. M.

Lecture—"Coming Changes in Grammar Grade Work"
 President E. T. Mathes, Bellingham Normal, Washington.

Address—"Manual Training"
 Prof. F. B. Dresslar, U. C.

Address—"Proposals for a Six-Year Secondary Course of Study"
 Prof. A. F. Lange, U. C.

Resolutions.

Elementary School Section Sessions
 Prof. G. W. Moore, Colusa, Chairman.

WEDNESDAY, OCT. 23, 9 A. M.

Address—"More About Promotions"
 J. D. Sweeney, Red Bluff

Discussions.

"The Pupil and His Language"
 Prof. A. F. Lange, U. C.

Lecture (Stereopticon)—"The Geysers of Yellowstone Park"
 Miss Kate Ames, Berkeley

Address—"Technical Education in the Public Schools"
 Dr. M. Adams, University of Nevada

Address—"Doing and Thinking"
 Richard G. Boone, Boston

THURSDAY, OCT. 24, 9 A. M.

Address—"Correlation of Grammar and High School"
 A. S. Boulware, Principal Colusa High School.

Discussion—"Good Writing; What It is and How It May Be Obtained"
 Frank A. Kent, Stockton

Discussions.

Intermission.

Address—"Some Phases of School Government"
 E. T. Mathes, President of Bellingham Normal.

Address
 C. C. VanLiew, President Normal School, Chico, California.

MINUTES OF GENERAL SESSION

Twelfth annual session of the Teachers' Association of Northern California and the Institute of Butte, Nevada, Glenn, Yolo, Colusa, Placer, Sacramento, Tehama and Amador Counties, Sacramento, Cal., Oct. 22, 23, 24, 25, 1907.

Officers

Charles H. Camper, President.
 O. W. Erlewine, Sacramento.
 Miss Lulu E. White, Recording Secretary.
 Mrs. M. S. Abrams, Corresponding Secretary.
 J. D. Sweeney, Treasurer.

Executive Committee

A. B. Anderson, San Francisco.
 Miss L. L. Laugenour, Colusa.
 J. D. Sweeney, Red Bluff.
 C. N. Shane, Auburn.
 O. W. Erlewine, Sacramento.
 Mrs. M. S. Abrams, Oroville.
 Charles H. Camper, Chico.

Officers of Sections

High School Section—Principal Frank Tade, chairman.
 Elementary School Section—Principal G. W. Moore, chairman.

Tuesday Afternoon

The twelfth annual session of the Teachers' Association of Northern California convened in Turner Hall, Sacramento, and was called to order by City Superintendent O. W. Erlewine at 1:45 p. m., Tuesday, Oct. 22, 1907.

Mrs. B. F. Howard sang a contralto solo, "Midsummer Night Dreams," and for an encore "Beloved, It is Morn." Miss Lizzie Griffin at the piano.

Governor Gillett, who was to have first addressed the Association, was absent.

Mayor M. R. Beard, formerly a City School Superintendent, welcomed the teachers on behalf of the citizens, and Mrs. O'Neill, County Superintendent, on the part of the Sacramento school teachers.

President Charles H. Camper then delivered the annual address, and the Association was declared in regular session, duly opened.

Dr. Richard G. Boone, formerly editor of "Education," Boston, now of Los Angeles, was introduced and gave a spirited address on "Fundamentals in Education."

State Superintendent Hyatt spoke briefly on "School Libraries," calling attention to a model library exhibited by Miss Susan Smith of Chico Normal.

Miss Prentiss of the State Library gave a short talk along the same lines. She called especial attention to leaflets issued by the Oregon Library Commission on "Use and Care of School Libraries."

Dr. C. C. Van Liew, President of Chico Normal, addressed the teachers on "The Influence of Democracy on the Curriculum."

President Camper announced the following committees, after which adjournment was taken for the day:

Committee on Resolutions

Riley O. Johnson.

Miss May E. Dexter.

Miss Della D. Fish.

P. W. Smith.

Frank Tade.

Committee on Constitutional Amendments

Miss Lillie L. Laugenour.

Miss Margaret Poore.

E. I. Miller.

C. N. Shane.

J. G. O'Neill.

At 8 o'clock a reception was given at Crocker Art Gallery.

J. D. SWEENEY,
Secretary Pro Tem.

Wednesday Afternoon

The election of officers, which was the first order of business at the general session of the Northern California Teachers' Association on Wednesday, Oct. 23, passed off without a contest.

The officers elected were as follows:

President—O. W. Erlewine of Sacramento.

Vice-President—C. N. Shane of Auburn.

Recording Secretary—Miss Lulu E. White of Redding (incumbent).

Corresponding Secretary—Miss May E. Dexter of Woodland.

Treasurer—J. D. Sweeney of Red Bluff (incumbent).

Finance Committee—Mrs. M. O'Neill of Sacramento, S. M. Chaney of Glenn, J. G. O'Neill of Nevada.

Marysville was selected as the next place of meeting without discussion, and R. R. Simons of that city assured the teachers of a warm welcome in 1908. A telegram was received from Mayor Hall of Marysville, which was read, as follows:

"Marysville, Oct. 23.—President Camper, Northern California Teachers' Association: Marysville extends warm welcome to teachers in 1908.

G. W. HALL,

"Mayor."

Following the election of officers, the following musical program was rendered:

Piano solo, "Staccato Etude" (Rubenstein)—Mrs. W. H. Banks.

Tenor solo, "Love Me and the World is Mine"—Richard T. Cohn, Miss Griffin accompanist.

During the afternoon's proceedings the assembly rose and sang "America."

"The Wandering Caucasian"

The feature of the afternoon's program was the lecture by E. T. Mathes, President of the Normal school in Bellingham, Wash., on "The Wandering Caucasian." Mr. Mathes is from the region in which the recent uprising against the Hindu has attracted world-wide attention, and in his talk he spoke at length concerning the part the races from the East are to play in the future of the United States.

Mr. Mathes in his lecture took up the human race in the Tigris and Euphrates valleys, "The Cradle of Nations." He spoke of the types represented there, and said that the Hebrew was the wanderer and the moralist, the Egyptian the scientist, and the Persian the warrior. Following out the ever westward tendency that has marked the growth of the human race these people finally found themselves in Greece with all their better qualities merged in one man—the Greek. Then came the Roman. Both these people sought the north beyond the Alps, and came into touch with the Teuton, who was making his way from the east. "And then," said the speaker, "the Greek, the Roman, the Teuton and the Scandina-

vian all met one morning on a small island off the west coast of Europe and developed into the Englishman. From him came the American with all his various types of Yankee, Hoosier and Western cow-puncher.

"But in all its advance," he said, "the great Caucasian race has never had to deal with the great brown race that now lies to the west. So today we are facing a problem that has never before confronted the white man."

Mr. Mathes took the Japanese, the Chinese and the Hindu in turn and explained the composition of their character. His talk on the Hindu was especially interesting. He told of the riots in Bellingham, and said that after all the laborers had been driven out the only remaining Indian in the town was a student in his school. Mr. Mathes went to the workmen in the shops and asked them what they were going to do about the boy. They said: "Let him stay at long as he is trying to educate himself and put himself on our level."

Man Building

W. A. Gates, Secretary of the State Board of Charities and Corrections, in his address on "Man Building," proved a strong advocate for manual training in public schools. He deprecated the fact that the present-day school system does not turn out boys and girls prepared to meet the problems of life instead of simply making a way for them to get a higher education, such as colleges afford. He gave statistics in which he proved that only one boy out of every hundred that enters grammar school graduates from college, and he argued from this that the school system is constructed for the benefit of that one boy and not for the ninety and nine others who never reach college and who need help more than does the former.

A stereopticon lecture on "The Geysers of Yellowstone Park," which was to have been delivered by Miss Kate Ames of Berkeley at the meeting of the elementary school section in the morning, was delivered at the general session instead. Miss Ames has a magnificent collection of slides, showing views of the park, and she described them in an interesting fashion.

The day's session was concluded with a lecture by Dr. Charles C. Browning on the subject of "Causes and Prevention of Tuberculosis," illustrated. The lecture proved of much interest to the teachers assembled and gave them hints regarding the care of the invalid children in their school-rooms.

Thursday, Oct. 24, 1907, 1:30 p. m.

A genuine surprise was sprung at the afternoon general session of the Northern California Teachers' Association when it was announced that President-elect O. W. Erlewine of this city would resign. On account of the fact that Mr. Erlewine is one of the

high officers of the I. O. O. F., which holds an annual encampment at the time of the teachers' meeting next year, he was impelled to hand in his resignation.

In retiring from the office to which he was recently elected, Mr. Erlewine nominated Laverne L. Freeman, Superintendent of public schools in Sutter County, to fill the position. The Association was of one mind and Mr. Freeman was elected unanimously.

In answer to the cries of "speech," Mr. Freeman thanked one and all for the honor conferred, and though not a resident of Marysville, said he lives so near that city that he took it upon himself to welcome the teachers of 1908 in its behalf.

Following a contralto solo, "That Day" (Caro Roma), sung by Mrs. Walter Longbotham, the reports of the resolution and constitutional amendment committees were read and approved. The report of the former committee consisted of a resolution thanking the city, county, teachers and press of Sacramento and all others who had helped to make the meeting of the Association a success.

Moral Training of Children

In speaking on the subject of "The Moral Training of Our Children," Prof. F. B. Dresslar of the University of California said that the moral and spiritual requirements of the teacher should be greater than at the present time. The teachers should not be merely conveyers of knowledge, but should be able to teach the child that there is something else in the world besides living. He appealed for a higher standard of home life. In closing he drew attention to the fact that the Englishman said that the American was after gold and nothing else. Prof. Dresslar disagreed with this statement, but said that the American people had much room for improvement in this line.

Rev. Willsie M. Martin of Alameda, discussing "To Be Interested or to Know," said that the present cramming system, by which the child was required to pass over a certain amount of study regardless of its character, is a travesty on the term education. He said that it deprived the pupils of all interest in their work and made it drudgery instead of a pleasure, which it ought to be. He said that on this account vacation time had become the chief source of enjoyment during the student's life. The result is that when school life is finished the product of this system looks back on his past and says: "I will look upon the book no more," and instead of being a student for life, he shuns further education.

During the afternoon State Superintendent of Public Instruction Hyatt exhibited from the platform a pitcher plant, which serves as a sort of insect catcher, and which,

he found in the mountains of Plumas County. He said that its character was peculiar and would probably interest classes.

Commencing his address on "Our Adolescent School System" with a parody on the preamble to the United States constitution, Prof. A. F. Lange of the University of California got his hearers into a good humor, placed them in the position of legislative representatives of their various sections and proceeded to discuss the advance and trend of our present-day school system. He said that it should, first of all, prepare the student for the American life.

The session was closed with a stereopticon lecture by Prof. Harold Heath of Stanford University on "Vesuvius." Prof. Heath was in the immediate vicinity of Vesuvius at the time of the eruption of 1906 and his stereopticon views gave a magnificent idea of the character of the mountain, the explosions and the lava flows, as well as the destruction of several towns that were near the mountain. He explained each picture at length, and his lecture proved one of the most interesting during the session.

Thursday Evening

Probably no lecture during the session of the Teachers' Association of Northern California was listened to with more interest or closer attention than that of Hon. Frank Murasky, judge of the Superior Court in San Francisco, on "Our Juvenile Delinquents and Dependents," delivered at the closing meeting of the Association.

Judge Murasky said that the movement of establishing juvenile courts has become world-wide, and that instead of sending the child who had erred to jail, or turning him loose to follow the path that he had already started on, effort is made to save him. He said that in 1910 a penological congress is to be held in which all the civilized nations in the world will take part and discuss ways in which children who have started on the downward path may be reclaimed. Crime cannot be punished or legislated out of existence, but if the youth is taken when the germ is first planted he may be reclaimed. Judge Murasky explained the nature of existing juvenile courts and said several courses are open for a judge when he has a delinquent to handle: Place him in a reform school, in a private school, a detention home, or get him a job and place him on probation. When a boy is trusted he usually makes good.

President Camper opened the closing meeting of the Association's session by

thanking the members for their good attendance and for the interest evinced.

The music of the evening was furnished by G. E. Lester, who sang "The Lost Chord," accompanied on the piano by Mrs. Lester.

Friday, Oct. 25, 1907.

The Trolley Excursions

Starting at the corner of Tenth and K streets shortly after 9 o'clock in the morning teachers of eight counties, Glenn, Yolo, Placer, Sacramento, Tehama, Amador, Shasta and Sutter, took a trolley ride about town and viewed the chief points of interest (to a school teacher) of the city.

A threatening sky was responsible for the many umbrellas, and when all were aboard the eight cars provided by the local entertainment committee, Superintendent Erlewine, chairman, every seat was filled. The teachers were a jolly lot, all class-room restraint being laid aside.

The first trip was made out J street to Twenty-eighth, where a stop was made in order that the visitors might visit Sutter fort. Here they stopped for half an hour, visiting the museum and other points of interest in the fort. Just before "all aboard" was called every one assembled on the east side of the main building and had their pictures "took."

The next stop was made at Oak Park, whence the cars returned to the State printing office, where the teachers were given an hour to inspect the printing plant thoroughly and see just how the books they use in their work are made. The new issue of text-books is in preparation and naturally attracted much interest.

At this point it started to rain and all returned to their lodging places.

In the afternoon the Butte, Nevada and Colusa County teachers took a similar trip. The rain had put a damper on attendance, but the three cars that were provided were almost filled.

C. F. WEBER & CO.

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Headquarters for
SCHOOL SUPPLIES & FURNITURE

SUMMARY OF TREASURER'S REPORT

Balance from 1906.....	\$ 315.00
Received from ten Counties	1500.00
Received from memberships	75.00
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	\$1890.00
Paid lecturers	\$ 906.50
Paid C. H. Camper, cash advanced, etc.	41.65
Paid O. W. Erlewine, incidentals	5.80
Paid O. W. Erlewine, stereopticon hire	15.00
Paid L. L. Laugenour, stamps, etc.	1.50
Paid C. N. Shane, incidental expenses	2.20
Paid Mrs. Abrams, postage, etc.	5.00
Paid G. W. Moore, telephone bill	1.30
Paid S. M. Chaney, incidentals	2.95
Paid J. D. Sweeney, incidental expenses	7.70
Paid Chico Record, circulars	19.50
	<hr/>
	\$1009.10
Balance Nov. 1, 1907.....	\$ 880.90

J. D. SWEENEY,
Treasurer.

MINUTES OF THE HIGH SCHOOL SECTION

The first meeting of the High School Section of the institute was called to order by Chairman Tade, of the Sacramento High School. As Miss Smith could not be present, E. K. Safford, of Chico, was elected temporary secretary.

The meeting was opened with a vocal selection by Miss Ruby Cooper.

Richard G. Boone of Boston was then introduced by the chairman and addressed the institute upon the subject of "The Literary Discipline."

Mr. Boone began his address with the statement that while all other professions worked for present results, it remained for teachers to work with the view of obtaining results in the next generation. Teachers do not see this sometimes; they are too near the pupils to see that they are dealing with souls.

Real education brings two things:

- (1) Openness of mind;
- (2) The key to the culture of the race.

Teachers really to educate must keep minds open to receive new things. Conviction is very often a bar to progress.

Because we have held a certain idea as true does not make it so. School work is often thought of as work to which a child is driven. No exercise is of educational value if the thing is not done willingly. Take reading. A boy or girl now spends five, six or seven years learning to read. Not necessary. Take something the boy likes to read, even if you think it not good literature. He is interested and will read willingly. From this work to something you know is better. Dramatic sense is necessary to good reading. This appeals to the child. Use it. There is a literature that appeals to children. May not be yours, but it IS his. This may be the stepping-stone to better things. Counting-out rhymes are children's literature. These interesting. Found in all ancient folklore except Hebrew. Reason for them is that ancient people wished to foretell future. Working this out is of interest to both teacher and child.

Literature thus grows out of the human constitution. Longfellow's Rainy Day. The first stanza a complete picture, but when

properly thought of but leads to the other two.

After a short recess the institute was addressed by Leroy Anderson of San Luis Obispo, who spoke on the subject of "Agriculture in the High Schools."

More people are interested in agriculture than in any other industry, yet that alone is not enough to place the subject in high school. But we also find that agriculture is the greatest industry of the United States, and should therefore have recognition in our secondary schools. Agriculture is also a science subject. Judging animals, for example, takes judgment, memory, and reasoning powers.

Agriculture is also a culture subject—the care of flower beds is thought to be elevating, watching things grow and develop, so all work of that character is uplifting work. In the same way, too, the knowledge of animals will teach appreciation of them and enjoyment of their beauty.

A great trouble with present high school training is that it leads boys away from country to city life. Agriculture in the high school would tend if not to lead boys from city to country at least to stop the exodus from country districts.

If the subject is taught in high school it should be elective. There are many difficulties in teaching it, as the expense (school at San Luis Obispo cost quarter of a million), but the subject could be taught in our country districts, where land and cattle are at hand to use. In all schools the subject could be taught with little expense as a part of courses in botany (botany of vegetables), chemistry (analysis of spraying mixtures, fertilizers, etc.), and physics.

Mr. H. J. Pillsbury was then introduced and delivered an able lecture on "The Twentieth Century High School."

Mr. Pillsbury began by showing how the Anglo-Saxons of today, or the English people of today, were the product of the Dutch, Teutonic tribes, Normans, French and Celts. From the Dutch came spirit of personal independence, from Germans the regulative spirit now appearing in socialism, from the French the care of children, and from the Celts the idea of intense political interest in local conditions. Today the Anglo-Saxon representing all this, is the predominating influence in nearly all the world. The spirit of personal independence, desire for gain, and individuality has carried the Englishman over all the world. We in America have Anglicised all nations who have come to us. The spirit of individual efficiency is the keynote which will dominate the Twentieth Century and consequently the Twentieth Century high school.

Mr. Pillsbury then went on to discuss the growth of the ordinary child. He said it

took a chicken three months to mature, a pig nine months, a horse three years, but that a boy could become a full criminal, capable of all a criminal's ability to harm, at from 14 to 17 years. A human being enters life as a day laborer at from 16 to 20 years, as a business man from 20 to 30 years, as a statesman from 36 to 45 years. From 14 to 16 years of age a boy's physical body demands work; from 16 to 18 the physical labor must be combined with mental. This period—14 to 18—is the high school age.

Now if a boy drops from school at the end of the fourth grade he usually becomes an odd-jobs man (hanger on), at the seventh grade he enters some apprenticeship, and at the eighth or ninth grade goes to trade school; at end of high school course he will enter a technical, professional or higher academic school. Statistics show that the boy who dropped school at the end of the fourth grade will be in jail at 24, he who dropped out at the seventh grade will be earning \$15 per week (the height of his earning power) at 24; he who completed the grades will be earning \$22 (height of his ability); he who went through high school will be earning \$43 per week, with no limit to his earning capacity later. This shows we should keep boys in school as long as possible.

Now if from 14 to 16 a boy's body demands labor, the Twentieth Century high school must satisfy the demand for muscular effort. It must also graduate to all the activities of mankind. There must be courses which will lead up to all kinds of life work. There must be enough practical to make the theoretical stick. To do this there will be more State aid for high schools; possibly National aid. The high school must be the college of the people.

Thursday, Oct. 23.

The institute was called to order by Chairman Tade and the meeting opened with a piano solo by Miss Daroux.

Under the head of business, Mr. Butler of Oroville presented a petition that a permanent high school section be formed in the Teachers' Association of Northern California.

President E. T. Mathes of Bellingham Normal, Washington, was then presented and spoke upon the subject of "Coming Changes in the Grammar Grade Work."

The idea of many schoolmen is that a course of study is something to change at will, to play with, to make or destroy as one wishes. This is not so. It should be the interpretation of real life. Men early found the need of talking and writing, so we find language and writing in our course of study. Geography of the United States was taught only after we opened up the great territories of the West. So every period in our National development has added a sub-

ject to our course. The history of the United States is divided into epochs or periods, and each of these has been noted for some particular line of development. If you do not teach the influence of each period you are not teaching. Thus the last period is a period of industrial development. Since the Civil War we have been living an industrial age. Hence the demand for manual training in our schools. You cannot prevent this, nor can a school board leave out such subjects, since they demand a place because of the trend of life. The progress of civilization makes the course of study. The great development of the Nation is now demanding agriculture taught in our schools. The course of study then must represent our daily life, not the whim of a board or teacher. If it does not, it is not natural and it fails.

Mr. Mathes then emphasized very strongly the need of teaching fundamental principles of economy in our schools.

This may not be added as a new subject, but teach it nevertheless. We do not care to go to the Chinese for a standard of living, but they do know the principles of economy and economic living that we do not. As a race they are not weak, many being exceptionally strong, yet they live economically.

These things will not be done until the teachers broaden themselves and their scholarship. We need to teach and to know how to teach better civil government. This is not taught satisfactorily. We must also fol-

low the age and teach a broad spirit of fraternalism—the brotherhood of the races.

Prof. F. B. Dresslar of the University of California then gave a short address on "Manual Training," using as his theme the principle that manual training means not only handwork in wood or iron, but any useful employment which satisfies the natural desire of doing something, and something worth the doing.

Prof. A. F. Lange of the University of California then addressed the institute on "Proposals for a Six-Year Secondary Course of Study," and explained what the University had been trying to do toward that end.

Mr. Tade, Miss Green and others then took part in the general discussion which followed.

Business Meeting

A business meeting followed in which the motion was made and carried that a permanent high school organization in the Teachers' Association of Northern California be effected.

The following officers were elected:
President—Mr. Butler of Oroville.

Vice-President—Mr. Engle of Placer County high school, Auburn.

Secretary and Treasurer—Mrs. Lydia Lawhead, Woodland.

Executive Committee—The three officers with Miss Eddie of Sacramento and E. E. Wood of Gridley.

ON THE COAST

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MINUTES OF ELEMENTARY SCHOOL SESSIONS

Wednesday, Oct. 23, 1907.

In opening the first meeting of the elementary section of the Northern California Teachers' Association, Prof. G. W. Moore of Colusa, who acted as chairman, made a short address, explaining the way in which the work of the section was to be taken up.

Prof. J. D. Sweeney of Red Bluff spoke on "More About Classification and Promotion." He dealt with his subject from every point of view possible.

The talk, which was a talk in every sense of the word, by George H. Stout of Butte County proved the drawing card of the session. Stout simply told stories, and half the time he had his hearers laughing at the strange incidents which had happened while the speaker was Superintendent of Schools in the County he represents.

"The Pupils and His Language" was the subject selected by Prof. A. F. Lange of the University of California. He traced the development of the child's mind from the time it was first able to grasp the meaning of a word until it was able to express a thought at will and with ease.

The meeting ended with a short address delivered by Dr. M. Adams of the University of Nevada on "Technical Education in Public Schools," and one on "Doing and Thinking" by R. G. Boone of Boston.

Thursday, Oct. 24, 1907.

In discussing the "Correlation of the Grammar School" in the elementary school section, A. S. Boulware, Principal of the Colusa high school, advanced some striking views, submitting that too much time was spent on matters in school that would do the child no good in after life. Many studies are gone about in an impractical way that will tend to confuse the student when he attempts to put what he has learned to

use in every-day life. Mr. Boulware agreed with W. A. Gates, who said that the grammar school should be more complete in itself and not be merely a preparatory course for the child that wants to go on to college. He thinks that the pupil can be taught many subjects to an advantage through reading without taking up each one separately. He viewed his subject from the standpoint of a high school Principal, a member of the County Board of Education, and an experienced high school teacher.

A discussion followed Mr. Boulware's talk, in which J. C. Lathrop of Willows high school and E. W. Hough of the Sutter City high school were the principal speakers.

D. R. Jones of the San Francisco Normal school, speaking under the head of "Some Needed Improvements in Elementary School Work," selected arithmetic specifically and dealt with it much as did Mr. Boulware in talking on the grammar course in general. He urged the teaching of fundamentals and favored the doing away with problems constructed to test the power of the student and not to be used later in life.

Frank A. Kent of Stockton discussed "Good Writing and How It May Be Obtained" at some length. He spoke of the many and frequent changes in the systems used in public schools.

Dr. C. C. Van Liew of the Chico Normal school spoke favorably of "Memory Work," saying that the well-expressed thoughts that the student memorized are bound to have some effect upon him.

Instead of delivering his address upon "Some Phases of School Government," President E. T. Mathes of the Normal school at Bellingham, Wash., showed an interesting collection of stereopticon views of the Northwest.

REPORT OF RESOLUTIONS COMMITTEE

Mr. President and Members of the Teachers' Association of Northern California:

Your committee on resolutions beg leave to report as follows, that:

Whereas, The city of Sacramento has opened its doors and, through its Mayor, so generously extended its hospitality to the Teachers' Association of Northern California, and

Whereas, The Board of Education of the city of Sacramento, the Independent Order of Odd Fellows, the Knights of Pythias, the Crocker Art Gallery and the Union Republican Club have liberally placed at our disposal the use of their rooms, and

Whereas, The Superintendents and teachers of the city and county of Sacramento respectively have spared no pains to provide

for our entertainment during our stay among them, and

Whereas, The press of the city have given freely of their space for the reports of our meetings; therefore, be it

Resolved, That the thanks of this Association be extended to each of the parties hereinbefore mentioned, that a copy of these resolutions be presented to each, and that the same be published in each of the daily papers of the city.

Respectfully submitted,

RILEY O. JOHNSON,
MAY E. DEXTER,
DELIA D. FISH,
W. P. SMITH,
FRANK TADE,
Committee.

Officers for 1908

LaVerne L. Freeman—President	- - - - -	Yuba City
C. N. Shane—Vice-President	- - - - -	Auburn
Miss Lulu E. White—Recording Secretary	- - - - -	Redding
Miss May Dexter—Corresponding Secretary	- - - - -	Woodland
J. D. Sweeney—Treasurer	- - - - -	Red Bluff

EXECUTIVE COMMITTEE

Charles H. Camper	- - - - -	Chico
Mrs. M. S. Abrams	- - - - -	Oroville
LaVerne L. Freeman	- - - - -	Yuba City
Miss May Dexter	- - - - -	Woodland

And three other members to be appointed by President Freeman.

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ADDRESS OF WELCOME

Mayor R. Beard

Mr. President, ladies and gentlemen: Among the many pleasures of the Mayor of a city is that of welcoming the guests of the city. I am proud that Sacramento is selected for great gatherings, and especially of this meeting, because of the great importance of teachers.

I consider that teachers are the most important class of citizens we have, and that the future of this great nation is in the hands of the teachers.

Patriotism is essential to the perpetuity of any people, and it is part of your great duty to instill that virtue into the minds of the children. I plead that you teachers take

especial care of the defective boys and girls. The good ones will take care of themselves.

The value of good hearing and seeing cannot be over-estimated. Our prisons are full of children who had defective eyesight. I hope that in a few years an examination of every child entering school may be demanded, and that many defects now unknown to the child, the teacher or the parents may be remedied.

I congratulate this Association upon the large membership and hope and trust that your stay may be pleasant and profitable.

I most cordially welcome you to our city.

ADDRESS—IN BEHALF OF THE SACRAMENTO TEACHERS

Co. Supt. Mrs. M. R. O'Neill

Fellow Teachers, Ladies and Gentlemen:

Representing the teachers of Sacramento County, I have the pleasure to extend heartfelt greeting to you, our co-workers of the Northern Association, and to bid you welcome. We cordially desire your presence and we are glad that you are here. We deeply appreciate the honor and the benefit that this meeting is to us and to our schools, and are correspondingly grateful therefor.

We desire that this occasion may be a memorable one, socially as well as educationally; we hope that you may learn to know and appreciate our city and our people with a knowledge and appreciation not unlike our own. Having faith in the ability of the educators who are to instruct us, we know that we will be strengthened, broadened, uplifted, made more deeply conscious that it is not so much what we know as what we are that will affect the children with whom we come in contact. We shall go back to our duties animated by renewed zeal, determined to do our best in assisting the youth of today to become citizens cultured, generous and true—our country's urgent need.

Many of you will return to small, weak districts devoid of much that makes school work pleasant and where the success of the school depends largely on the personality of the teacher. May we not hope that conditions such as these will soon be changed? May we not hope that the time is coming when the people of Califor-

nia, instead of desiring small, weak districts for every fifteen or twenty census children, will have the advantages of consolidation and free transportation, already well-tried by wide-awake, energetic school officials, and found effective and successful? Then, in wisely selected centers in our rural districts, there will be good substantial buildings, the equipments, adornments and surroundings of which will be a strong factor in education; inculcating, as they will, thrift, love of the beautiful, and desire for good environment. In these schools there will be a corps of efficient teachers comfortably busy with a course of instruction not too crowded, yet so broad as to interest and hold in school children of all kinds and classes, reaching the brains of those not intellectually strong through training of hand and ear and eye.

There will be workshops and workrooms where the children's natural restlessness will find an educative vent, school gardens, where, in the gladness of God's sunshine, children may delve in Mother Earth, grow strong, and acquire profitable knowledge for later years. These schools of the rural districts will be in sympathetic touch with the farm, and will educate the boy and girl for thrifty, intelligent, cultured country life. The varied course of instruction will preclude brain cramming and physique undoing. Our girls will mature into women, in every way fitted for the many and arduous duties of womanhood; our boys become men with health so robust that they

enter with pleasurable zest upon life and life's great duties.

Would it be too much to hope that, in these schools of the future, there will be no per-cent method of marking inherited power or inherited weakness?—a system so often engendering false pride, selfishness, envy, and even dishonesty in those who lead, and causing those of mental caliber less strong, to lose confidence and oftentimes to drop out of school and become derelicts—a distinct loss to any community. Should we not urge that knowledge and skill be sought for worthy motives only, thus elevating the individual character of our citizenship?

Fellow teachers, let the work of our profession broaden so as to encompass all the children, especially the neglected ones; remembering that the safety of a nation is in the hands of the common people; remembering that it is the province and the duty of the schools to assist the home; yes, take the place of the home, if need be, in making men and women honest, skilled, industrious, faithful ever in their three-fold duty to God, and country and home.

Again, friends of Northern California, let me say that the teachers of Sacramento County are glad that you are here. May our meeting be a success, each and every life a success in accord with the design and the will of the Divine Teacher.

PRESIDENT'S ADDRESS

Chas. H. Camper, City Supt.

CHICO, CAL.

The thought may have occurred to some of us, that this year of all years, when the Teachers' Association of Northern California meets in Sacramento, and when the California Teachers' Association had also decided to meet in Sacramento, that the Teachers' Association of Northern California should have lived up to its constitutional provisions, and have held only a business session and adopted the program of the California Teachers' Association as its own.

This the Executive Committee decided to do, but as time wore on after the selections of meeting places by the two bodies and the Directors of the California Teachers' Association began to discuss plans and ways and means with the Executive Committee of the Teachers' Association of Northern California, it was found that there were interests for each Association that could best be conserved by holding separate sessions.

Time-honored custom and universal conveniences fixed the meeting time of the California Teachers' Association at the Christmas holidays or later, while because of storm and distance and inconvenience of travel, no single County of the Sacramento Valley wished to defer holding its institute till such season. The holiday season itself did not appeal to the Executive Committee as a time for holding an official joint institute.

The California Teachers' Association and the Southern California Association had a prior agreement jointly to use the same Eastern talent, and insuperable objections to holding the week before holidays obtained, as that week was set for the Southern California Association meeting.

The California Teachers' Association Directors and the Executive Committee of the Teachers' Association of Northern California were loth to ask Sacramento to en-

tertain two gatherings, and it was deemed advisable, inasmuch as the Directors had the power so to do, for the California Teachers' Association to accept the invitation urged by Santa Cruz and hold the annual session of that body there. I now wish to bespeak for that gathering as large an attendance from this body of teachers as can be mustered.

The valley counties of Northern California have always given the Teachers' Association of Northern California their most liberal support, and the entire teaching force have been ever helpful in furthering the interests of this body.

Beginning as a sort of summer outing gathering of teachers at Shasta Retreat eleven summers ago, where it met for two years, this Association has steadily widened its influence and enlisted in its work the counties of the valley till the accommodating of its members has taxed to the utmost the public and private facilities of the various cities that have entertained each succeeding session.

This gathering, coming as it does from ten counties that join the Association in joint institute, and two more that mainly because of distance have held home sessions, and have adjourned in order that their teachers might join you, now represents one-ninth of the State's teaching force, and as your chosen executive officer for the session, I greet you and bid you accept of the generous hospitality of the city of Sacramento, as it has been extended you through her Mayor, her City and her County Superintendent of Schools.

Visit the State Capitol, the Art Gallery, the historic fort of Sutter, the beautiful parks and school grounds, the great railroad shops, the State's printing office, in which are made your text-books, and the many other places of public interest. Enjoy your

week of work by extending your acquaintance with co-workers away from home town and county! Fraternize!

Participate in and enjoy the trolley excursions that will be provided you by the Sacramento teachers and the Chamber of Commerce.

Again, enjoy some of the good things that will be said in your hearing, and as a final result, go home to your own school rooms with the renewed energy, zeal, and determination that must come from the humanizing influence of numbers of co-workers and from the research of your several instructors.

Further, let me admonish you that not all features of the program will equally please your fancy or excite your interest. With such a proposition conceded, resolve that some things must be endured at a sacrifice in order that your neighbor, who is differently constituted, may not be disturbed in her rights to hear and appreciate, by your neighborly gossip while speakers are addressing you.

For section work, you are not put to the necessity of wondering which of a half-dozen simultaneous sections will most excite your attention and then started on a pace to reach a given section's work only to find yourself too late to hear a topic, and, by the time this operation is repeated twice, that all the sections have adjourned their sessions and you are like Mark Twain's dog, "solitary and alone in the midst of a vast solitude." Here you have but two sections within a stone's throw from each other. Kindly make the choice most pleasing to you.

If there has been any one predominant note in the selection of speakers and the choice of material for this program, it may be sounded in the expression, The School and the Child, or, preferably, The School for the Child—the kind of school that teachers must ever have in mind, would they give the pupil his most full and rounded development. Thus we present you with speakers whose experiences with our school product, the pupil, enable them to offer you expert advice on their various given lines: You will have the opportunity to listen to the discussion of scientific and technical work, of English, of writing, of the economic aspect of educational work, of the moral training of the youth, of the curriculum itself, of the short-comings of the system, and, as one undoubted product of the same, of the treatment of our delinquents and defectives. Thus we invite you as a body of earnest, loyal, courteous, patient teachers, who feel that the welfare of the whole community, yes, our whole system of free government, depends upon the free and liberal education of the masses in schools which make them intelligent citizens and good men and women, to consider, during this session and thereafter, some of the

present needs of "The School for the Child."

If it be true that the character of most boys and girls is practically formed by the time they are fifteen or sixteen years of age, then the period of elementary education is the time when stress should be laid upon character formation. Observation seems to settle the fact that the child by this time becomes settled in those habits which form character, and that he is likely to retain them through life. For this reason the teacher must see to it that good habits be established, and that if anything must be omitted in school training, certainly those things that tend to the pupils' self-discipline, to self-activity, and to right conduct must not be sacrificed. Granted the school course must be carried out, but not to the neglect of the weightier matters which are connected with conduct and right ideals.

The firm, constant, just and wise teacher aims to lead his pupils to self-discipline, to that self-control which is a mark of good citizenship, and which respects the rights of others. He leads them, through placing them on their honor, to self-command. Self-control has been inculcated as a child grasps a truth which can be learned only by his own self-activity in patiently and persistently studying the lesson in order to gain a mastery of it. In the studies themselves, there is inherent truth which teaches the lesson we are seeking to impart. The deeds of men in history inspire the child to similar deeds; the exact facts of mathematics and science inculcate exactness and truth in the person who studies them; the beauties of art as shown in drawing, painting and music cannot fail to refine the spirit and enoble the mind.

Again, character is formed by employing the daily incidents of the school, and those that may be gathered elsewhere, to illustrate and encourage a right conduct. A lie may not be lightly treated; cruelty must not be ignored; deception or cheating winked at; meanness in any form tolerated.

Finally, the best agency in reaching this particular end is the teacher himself. If he is wanting in the essentials of noble and sound manhood, all the other agencies described will be futile in accomplishing the end sought. It has been said that the schools of today are more in need of high and right examples than of new methods. The character of the teacher is felt throughout the school system, and goes to mould the future life of every pupil. It is not what the teacher says, but what he is that tells on the school community. Many a man can trace all that he possesses of good character to the example of a good man or woman who in early life shaped his educational development, formed his ideals, and led him to adopt the good and the true.

The essence of what is now set forth as the leading features of the work of our present school system is best summarized

in Dr. Boone's Journal somewhat as follows: It must remain true for all time, perhaps, that the part of our educational system in which most persons take an interest, is the group of elementary grades. In the cities, particularly, as compared with all so-called higher instruction, the elementary teaching is fairly satisfactory. Courses of study are better integrated; the fundamentals are more clearly seen, teaching is less biased and mechanical. Both in the cities and in rural districts, efficiency is being very properly exalted over mere possession of knowledge. Constructive English is taking the place of lesson learning and perfunctory dictation, or, as Lowell states it, as the special distinction of man is speech, it should seem that there can be no higher achievement of civilized men, no proof more conclusive that they are civilized men, than the power of moulding words into such fair and noble forms as shall people the human mind forever with images that refine, console and inspire. (Lowell on Lit.) In geography, a study of things at first-hand, the great earth-changing forces and their relation to man's work and comfort is slowly supplanting mere text-book memoriter exercises. In all subjects, wherever possible, things are made and handled and used; man and his works are observed and compared and interpreted; simple, direct art, and the arts are studied and enjoyed; and books in most subjects are coming to be regarded as reference and illustrative aids to personal inquiry. Both for the race and the individual, intercourse with things is the primary interest, and hence should be made the basis of elementary and most secondary teaching programs. Food, clothing, shelter, and the arts related to their production or improvement; the domestication and use and companionship of the animals; the cultivation of the soil, its products, and their economic values—and man's dependence upon them—emphasize the fact that in this contact with nature is the source of all wealth, and all material progress. It regards the sanity and effectiveness of this simpler and less artificial life in the shaping of character.

This recognition of child interest in things and motor activities, has led, in cities, to the introduction of much constructive work—still more or less formal—in the lower grades; systematic manual training—manufacture—for the later years of the elementary grades; nature study excursions and real geography; school gardens and manifold outdoor work for all grades, and much participation of pupils in what may be called the household interests of the school. In the country the same changed conception of the function of the school has been responsible for the more intelligent efforts to beautify the school grounds, interior decoration, the cultivation of flowers and vegetables, the study of and

experimenting with soil and seeds, and the field-growing of farm products. In connection with these varied interests for both urban and rural peoples, children do not less but more reading than before, and often the reading of real literature. The exercises of the school, in a most encouraging way, grow out of the life the children find about them. Though it does not stop here, it begins here, and the method seems the only rational one.

But the schools and the children are both in danger of losing the highest results from such teaching, if the movement fail to lengthen materially the school life of the child. The high school problem is, for hundreds of thousands of children in this country, the great educational problem. The best teaching of the elementary schools loses its effectiveness if there be no higher schools within easy reach to attract their graduates. County or township or larger district high schools, and their established acceptance as parts of the public system, are under pioneer consideration and on trial in a half-dozen States today. Consolidated schools, union schools, the transportation of pupils in rural sections, the extension of courses, and better equipments for these central schools, are all parts of this movement to bring every child within reach of this influence radiating from the higher educational institutions.

This newer schooling, extending as it must through a longer period of years, both for urban and rural systems, already has many firm champions, and as the urban teachers here assembled have an undoubted advantage in their school associations and helps and aids from their Superintendents and supervisors of particular lines of instruction, I beg your indulgence while during my remaining limited time, I call the attention of our great mass of rural teachers to some of the things that are being thought and wrought in their school interests by our National Bureau of Education, National Educational Association, and the many bulletins and magazine articles that are constantly appearing, bearing on such topics as consolidation, centralization, transportation, school gardens, agriculture and manual training in country schools, etc.

Supt. Kern of Winnebago Co., Illinois, has set forth the following educational creed for the country school: (1) The country child is entitled to every whit as good an educational opportunity as that enjoyed by the most favored city child attending the American public school. (2) To secure this right for the country child, the country people must expend more money on the country school and expend it in a better way.

By means of improving the educational plant through larger and better equipped houses and libraries, with an enriched

course of study along the lines of the child's environment and a consolidated school system by transportation of pupils, the country child will come to his own in an enlargement and enrichment of his school life and his right to inspirational leadership, which can come only from the genuine teacher. The educational uplift in its fullest sense cannot come to him through the "three R's" alone. These certainly need to be better taught; but to claim that these alone are sufficient is to refuse to see progress. In the same manner that the city has expended large sums of material equipment in the way of better buildings, laboratories, manual training, business courses in high schools, so must the country school teach something of the care and composition of soil, rotation of crops, breeding and selection and care of animals and plants, feeding standards for stock, etc. With all this work along the child's immediate environment will come the broader cultural opportunities for the visitation to given centers of traveling libraries of art and literature. (And on this topic I believe our State Librarian and our Chico Normal Librarian, here present, could give us valuable information.)

Mr. Kern again says, that because the average farmer has not yet distinguished between manual training and manual labor, the former will be slow in coming into the country school. But it will surely come. Manual training is a phase of industrial training for the country school. The children of our country schools should be able to do things as well as to know about things, and in the right of doing things, there is as great an opportunity for culture as there is in studying the printed page to learn what men have said and thought in the past.

With the country high school—that is, the village high schools—and the consolidated schools as centers, manual training for the country child should begin. From these schools this particular phase of activity will soon spread into a large number of one-room country schools. The progress will be slow for two reasons: First, the teachers are not yet trained for the work; second, as was said before, the farmer, the patron of the country school, does not yet distinguish the difference between manual training and manual labor. Enough of the latter the child certainly gets, and he is sent to school to study a book. We must not neglect book study, to be sure; but a careful observer of the average country school must be impressed with the great waste of time in this alleged study of books. A reasonable amount of manual training could be given in the country school without doing violence to the study program, and the study of books would be better for the manual activity.

But the success or failure of such a com-

bined intellectual and industrial work, however, depends entirely upon one's point of view. If the chief emphasis is laid upon industries, skill, rapid progress, or the gaining of wealth, then the result will be a great loss intellectually; but if we give our greatest attention to the student and strive to use the best means for giving him a complete training of all his faculties, then we are sure of success, both intellectually and industrially.

The country school and the country home must come more closely together. Many of the old-time activities on the farm and in the country home have gone since the introduction of improved machinery. With this change have gone some of the elements in the training of the country child, which the new country school training must supply.

Supt. Brown of Edgar Co., Illinois, emphasizes this point as follows: "Our schools must take up the neglected work of the home. Much credit was given the school of the olden time for the power of character-formation in the youth of fifty years ago. We may be in error, but our candid opinion is that the great men and women of fifty years ago were produced by the home in spite of the school. The character of our grandparents was the result of a home-training such as no child in this day and generation is the fortunate possessor of. It has been well said that when a boy is learning the mechanics of home-keeping and a girl the chemistry of home-keeping, they are gaining as much selfculture as when they are learning what kinds of homes the Greeks and Romans possessed. Our present self-development is too narrow. We need to broaden it. Manual training is necessary to make "all-round" men.

Now, whatever may be your views or mine, whether we approve or disapprove, the educational trend in California is also in the direction of consolidation and transportation, as is evidenced by Section 1674 of your school law, authorizing both; and I may be permitted to say that in the several instances of trial in this State, all report success and progress in their work.

The same school law has more recently (1907) authorized the introduction of agriculture, manual training and domestic science as integral parts of the course of study.

Now the school will become more nearly the school for the child, when, as has been shown, it can do its academic work and at the same moment utilize his spare or idle time along these lines of industrial activity.

All these things being done, we shall find less of need for the truant, the compulsory education act, the parental school, the Juvenile Court, the reform school and the penitentiary, for the undisputed influence of these vitalizing forces in a school course is to interest him and hold him in school

to a later period of his development when his character will have been more fully formed.

David Dudley Field, speaking of a related phase of the question, says: "The prevention of crime and the punishment of the criminal impose upon the State some of its heaviest burdens.

"The question of safety is still more vital. Every one of these boys may be a voter ten or twenty years hence. His vote will then be as potent as yours or mine. In countries where the sovereign is a prince it has ever been thought prudent to bestow special care upon the training of an heir to the throne. Here the people are sovereign, and the little boy, now wandering about the streets, neglected or astray, is in one sense joint heir to a throne. Every dictate of prudence points to his being

fitted to fulfill the duties of his station. Who can say that if duly cared for he may not grow to the stature of a leader of the people ranking with the foremost men of his time, a benefactor of his race, a teacher of great truths, a helper of the helpless, a brave soldier in the 'sacramental host of God's elect.' If, on the other hand, he is left to himself in the swift current of want and vice, floating in the scum of sewers and the company of thieves, he will prove a scourge to the State, and may bring up in a prison or on the scaffold."

Surely it is a great opportunity to be a school teacher, even though it is a great responsibility. May the great army of teachers of our land measure up to their opportunity and seek through definite means and with constant purpose to form and establish the character of the children committed to their charge.

FUNDAMENTALS IN EDUCATION

Dr. Richard G. Boone

This discussion has to do with education and not schooling; or with schooling, incidentally only. If teachers could be brought to think clearly on educational processes, school methods and teaching would largely take care of themselves. Really when one teaches, what is it he is trying to do? Not to give a knowledge of arithmetic, grammar, geography, reading, etc., for a knowledge of most of these, however well learned, will be forgotten. Besides, one may know all or most of these things and be poorly or inefficiently educated; be ignorant of all of them, and be well educated. Education regards the general process of the mind and the heart, by which it comes to intelligent interest in the world of thing and thought, to a mastery of it for worthy ends and a disposition and habit for efficient service.

The real fundamentals may be summarized as: (1) Self-helpfulness; (2) an alertness of interest, mental wakefulness; (3) the executive habit; (4) a store of abiding, worthy and stimulating interest.

By self-helpfulness is meant: (1) An easy self-possession of the tools of learning; a knowledge of conventional symbols; the forms of language, of business, of social intercourse, etc. A possession of the determining ideas in race achievement by which one may enter into participation of the accumulations of culture as preserved in the records of literature and art. There should go along with this, and as a phase of self-helpfulness, a habit of inquiry that makes personal progress possible, even in the absence of the teacher.

By alertness of mind, mental wakefulness, is meant the attitude of active inter-

est, positive and aggressive probing of nature and man and institutions, and achievement of their meanings. The function of the teacher may be fairly stated, to stimulate intellectual and soul hunger, not to satisfy it; to inspire and attract, not to fill and finish. Schooling must seek to arouse the wholesome discontent that regards all achievement only as vantage ground for advance. The best teaching is that which leaves the pupil most a student; that sends most children on to higher studies; or makes of those who cannot proceed to higher classes, patrons of libraries and evening schools, attendants upon lectures, members of correspondence and other study groups—students, if not pupils. To want is more educative than to know. Better to want to know history than to know history; better to crave acquaintance with great literatures than to have read all books; better to have a store of unanswered questions that leave one restless till they be answered, than a fund of knowledge. One may be excused for not knowing about irrigation, and the engineering problems of the day, and the present-day problems of race immigrations, or the humanitarian meanings of contemporary democracy; but one can scarcely be regarded as educated whose mind is not alert to their importance and meaning when once they are apprehended. The intellectual hunger is not only the means of one's further education, but the measure of the education one has already attained.

The teaching of modern psychology is that every experience tends to better itself, to realize itself in some form of achieve-

ment or expression, or conduct or service. It is fundamental that as one purpose of the school, there be re-enforced and trained this tendency of the mind to carry out purposes to results. Self-reliant doing, or the attempt to do, is not only a legitimate but an essential product of all efficient teaching. The unthinking emphasis by the multitude, of efficiency as an end of teaching is a blind regard for a constitutional tendency, which teachers have too much neglected. Knowledge is worth to one's self what he can enjoy of it; but it is worth to others what he can do with it. The demand is for individuals who can do things; who, having much knowledge or little, can and habitually do use it. Other things equal, he is best educated who is best able to use most of what he knows; between whose knowledge and his purposeful use of that knowledge there is the narrowest gulf.

Then finally, among the fundamentals of education is the store of abiding, worthy and stimulating interests; some permanent, lasting moral and intellectual biases; purposeful, far-reaching concerns and purposes, that give steadiness and poise and

content to life. Worthy, as representing the cumulative judgments and impulses and ideals of the race; the sifted interests and concerns of a struggling, improving, aspiring race. Stimulating interest, enriching, generative, rather than mere cluttering knowledge; the stuff that constitutes the woof or filling, to the warp of fact and scientific knowledge. In this fourth fundamental is found the principal field of literature teaching; the furnishing of the mind and heart with permanent and worthy and stimulating ideals.

It is not meant that any special instruction is needed for these ends, but that the present course of study shall be so used as to accomplish such results. For self-helpfulness, assist the pupil as little as may be; as much as you must, to arouse. For alertness of interest, throw around the child a rich and stimulating environment. For the executive habit, multiply opportunities for doing, for personal achievement, among the school studies, and in affairs of the out-of-school life. For a rich spiritual equipment, hold before the child ideals of the best in the most attractive way.

INFLUENCE OF DEMOCRACY ON THE CURRICULUM

Dr. C. C. Van Liew, Pres. State Normal School

CHICO, CAL.

In Part

There is a growing feeling on the part of those outside school work that the results of school education should be more readily seen in the life of those going out of the schools.

The observers and supporters of our school system are not willing to be told what education is doing, but they desire to see that men and women are not only good but good for something.

West Point is an example of a school system that has definite aims in view, and achieves those ends, and is thus a good type of a successful system. No study is taken except with the value it will be in later life in mind. This is true of mathematics, science and languages, as well as of physical and social training.

We can have no true industrial democracy until our courses are for all classes of pupils, inasmuch as the needs of all pupils are represented.

If we may criticise present courses, it is that they lack the technical. Education should lead to power to produce. For, after all, the real interest of the man who works is not so much in what he is doing as in the returns from that work, just as is the capitalist more interested in what he makes than in what makes it.

One reason why the 3 R's have remained

is because they prepare the child for productivity.

Much of our curriculum is traditional. Our classics and much mathematics we have inherited from middle ages. Primarily, drawing and music came from Germany and England. Old college ideals were not American, but European; "science was studied for science's sake." We even imitated manual training at first by introducing Sloyd, well adapted to Scandinavian conditions, but not to American.

Many of our ideas of the aims of education are inherited, such as the power of conveying skill in the study of the classics; the co-ordination of hand and brain. The results have not been satisfactory. There is a feeling of vagueness in much of our work, as in that of nature study; much is intangible, as some literature studies; more is unsatisfactory, as is the work in music and drawing. We have form without attachment to reality.

Probably one of the most serious results of our system is the drawing of children from forest and farm to the congested city. Our best citizenship is not the product of these vague subjects.

Real education produces citizens who stand for clean cities, morally, politically and sanitarily.

Our government, national, state and local,

is far from good; in fact, in some respects is not as good as some others; but the one great thing we have shown to the world is originality and inventiveness in the control of material resources. This is probably a leading cause in the present view of technical education, for such an education produces definite and specific habits.

Booker T. Washington's school and the George Junior Republic are typical of institutions where the students have to work out their own way.

That the demand for this technical edu-

cation is great is shown in the enrollment of 1300 students in the new Los Angeles Polytechnic high school, a number far in excess of the old-line school.

Keep the work of education close to the interest at hand. The work must be guided by the needs close by. Nature study, music, drawing or civics can be made to fill some interest near at hand.

In closing let me emphasize that the influence of democracy is being felt in the demand that education be first technical and then ideal.

"MAN BUILDING"—The Purpose of Public Education

W. A. Gates

SECRETARY STATE BOARD OF CORRECTIONS AND CHARITIES

SAN FRANCISCO, CAL.

We are pleased to call ours The Golden State. Many of us believe that we possess the fairest portion of the American continent. What State can boast of a climate so fine, of a soil so fertile, of agricultural products so varied, of mineral resources so extensive? Yes, it is the Golden State; gold in its everlasting hills, gold in its fertile valleys, gold in its highways of commerce. More gold has been taken by man in this State than in any other, considering age and population, and yet its resources are hardly explored.

We meet today in its capital city in one of its first counties, a county that, though one of the oldest in the State, is yet new, rich in that which makes material greatness, yet undeveloped—a farthing of what it is to be. Yet of this county I recently read this from an editorial in "The Union."

"Do the men of Sacramento realize that in this rich new county the problem of pauperism is the hardest problem that the board of supervisors have to deal with; that it is a great and increasing expense that grows on what it feeds on; that the drafts made by the county upon the State fund for aid in the support of dependent children far exceeds that made by any other county in the State?

"Do you men of Sacramento realize that the courts of Sacramento county are at their wits' end to know what to do with delinquent children?"

This is a terrible arraignment, but nevertheless true. Let us extend the inquiry farther. Do you, teachers of California, know that your fair State has a larger proportion of insane to the population than any other State in the Union except Nevada? The special United States census of this class, taken in 1904, shows it. Do you, teachers of California, know that this State ranks first among the leading States in the number of prisoners in proportion to the

population? That we have a ratio thrice as large as the States of Iowa, Minnesota, Wisconsin and Illinois? Do you, teachers of California, know that we have a larger number of orphan and dependent children in proportion to the population than any other State in the Union, and that we are expending in their care a larger sum of State money than any other State in the Union?

These are appalling facts, and the statement of them may not sound pleasant. But please do not criticize me. I did not make these facts and it will not do us any good to shut our eyes to them. We should squarely face them, study the causes and apply the remedies. I do not expect in this address to solve the problems, but perhaps start some of you thinking along lines that will enlist your help in the solution.

To you as teachers is intrusted the work of training the boy of today into the man of tomorrow. You have in your hands the power to change these conditions. Are you properly wielding it? There is no State in the Union that requires a higher intellectual standard for teachers than California. But qualifications for teachers do not make the schools. The objects sought for and the methods employed are equally important.

The primary object of public education is the preparation for citizenship. The excuse for taxing this generation to educate the next is to prepare it for citizenship. We should give, then, that education which best meets this purpose. If you will prepare the boy for citizenship, you must teach him to live. You cannot prepare him to live without giving him the means of earning a living.

The statistics of this State show that out of every one hundred boys who enter the primary school, fifty of them drop out before the end of the sixth grade, and twenty-five more before the completion of the

eighth grade. Of the one hundred, not over twenty enter the high school, and of this twenty, only five complete the high school course.

When our present high school course is completed, the boy is fit only for college, a clerkship or a school teacher. Our school curriculum has been constructed with a college training as the end in view. But of the five boys who graduate from the high school, less than one on the average succeeds in completing the college course. Out of the one hundred boys not more than one succeeds in finishing the course and gaining the college degree.

Where are the other ninety and nine? They have been lost all along the way. Some are successful business men, many more are filling modest places in industrial life. But many of them are failures; some are tramps, some in the reform schools, and some in the State prisons.

Do you believe that that course of education through which only one boy in one hundred can go is the kind of training that those who pay taxes have a right to demand? Is it the kind of training that prepares for citizenship?

No. The whole aim of our school training must be changed. We must take for our object the training of every boy for honest, industrious citizenship, and make the higher professional training incidental.

In our schools we have almost wholly lost sight of industrial training. We throw the boy out of the school, if he is unruly or not interested, or dull, to pick up industrial training as best he can. The days of apprenticeships are about ended. The organization of industries into large factories, which has been forced by the use of steam power and machinery, has subdivided labor so that there is not much room for apprentices there, and in the skilled trades there is neither time nor disposition on the part of either employer or employee to bother in teaching an apprentice. State Labor Commissioner Stafford tells of the case of a boy entering a plumbing shop as an apprentice and kept for over a year getting rusty nuts from rusty bolts, because he developed a skill at that and the policy of the shop was to use him for the benefit of the shop and not in his own interest. Our skilled trades today are recruited from immigration from Europe, where there are industrial training schools, to the exclusion of our native boy, because he is untrained in the trades. Our schools must meet these demands or more and more of our boys will become tramps and criminals.

It is the inalienable right of every boy to choose his calling in life and have the opportunity to fit himself for it, subject to the advice of his instructors as to his fitness and adaptability for the particular calling. It is the duty of the State not only to give him the choice but also to pro-

vide the opportunity for his training. To meet this requirement, every grammar school in the county should provide manual training, and preferably it should commence with the fifth grade. It should be a part of the school training of every boy. The boy who afterwards enters the profession will be a better man for some manual training. And the great majority of boys will find there their vocation in life. The work in the grammar school should be general—the idea being to develop the boy in all parts, and disclose his special adaptability or fitness. After he has reached a point where he can wisely choose his calling, the work may be specialized along the line of his chosen work. Preferably this will be done in connection with high school work. The high school then should continue the manual training, but should specialize so as to give each boy the chance to get his special training.

The effect of a school system of this kind will be two-fold. It will prepare boys in a measure to earn a living, and it will also keep in school longer the boys who now drop out, by giving them that which they most desire. One of our great problems of education is to hold in school the more than one-half of our boys who are now leaving school before the end of the sixth grade. Manual training will in a large measure solve the problem.

Our compulsory educational system is good if enforced. If the school provides what the boy wants it will be very much easier to enforce this law. Every boy should be forced to go to school within the limits of our law, and all that he is capable of brought out. We take our school census, which discloses the name and residence of every boy of school age. That forms the basis of the State school fund. We draw State money to educate them all. Now, why should we not get them into school? If a boy who is on your school census is not on your school rolls he should be hunted up and brought in. You will probably find him in idleness, learning bad habits, doing petty crimes and on the road to prison. This is the boy that most needs school training, and for the failure of the city to bring him into school it will later pay ten-fold in the cost of crime, for it is largely from this class that criminals come.

Teachers, you have no moral right to expel a boy from school. There are boys in San Quentin today, pointing a finger at some of you and saying "you started me on the road by expelling me from school." The teacher must be a student of human nature and study every boy as a problem, but she admits her failure to solve the problem when she removes it by expulsion. There will be problems which some teachers cannot solve, and for them an ungraded or truant school must be provided. This school is provided with selected teachers.

better than the average teacher, and they usually succeed. Manual training is a strong factor with this class.

There are homes so delinquent that a good boy could scarcely be made in them. Threatened or actual imprisonment for the parents sometimes corrects such homes, but if that is not enough, a removal of the boy is necessary. No parent has a right to a child he illtreats or neglects. In all the larger towns a parental school is essential. In this the boy has a home as well as a school. The cost of such a school is a mere bagatelle compared to the increasing cost of crime resulting from neglecting boys. When we see our penal institutions full and constantly growing larger, does it not seem important to take such steps as will save the neglected boy?

Statistics show us that crime in the United States has increased more than four-fold in twenty years, and the records of our courts and prisons show us that the majority of criminals are young men. We have in the United States a number of reformatories for training youthful criminals, and from the experiences of these we can gain some valuable lessons. Four things particularly characterize the young criminal.

- 1st. He is uneducated and comes from those who early leave school.
- 2d. He has never learned to labor.
- 3d. He has not learned to obey; has no respect for the laws of God or man.
- 4th. He has acquired many bad habits that demand to be fed.

It seems to be a settled fact when a boy does not learn other things he learns bad habits, which in the end are his undoing. The course of the reformatory is to stop bad habits. This is easily done by the confinement in prison in separate cells. To substitute good ones requires a long course of better living, which the confinement is also able to enforce. The boy may not take to this willingly, but a continued course of life results in a fixed habit, which has considerable force of inertia and will continue until interrupted by some other course. If to this can be added a strong motive for its continuance, much has been done toward permanent reformation.

Obedience, of course, must be enforced, and it may be necessary to use severe corporal punishment. Respect for the authority of that particular school is the first thing established. Some of you do not believe in corporal punishment. Some parents do not. They say if the boy is crossed or not allowed his way, his will is de-

stroyed. That is a dangerous falsehood. Will is strengthened by self-control and self-denial for the good of others, or for a future good to himself. This is frequently the hardest work of the reformatory, to inculcate self-control and self-denial in a spoiled boy. But it is done in most cases. It cannot be done in all, as there are numerous cases of mental defectives.

The school work of the reformatory does not differ much from that of the public school. Industrial work is made more important and every boy is trained in some trade or occupation. Turned out with ability to do something, a motive for the better things of life and the power of self-control and self-denial, the reformatory boy becomes a good citizen. The records show that more than seventy-five per cent are made useful citizens. The remainder belong to the defective class.

What the reformatories do with the boy after he is spoiled, the schools can do before, if they try. It is surely easier to save these boys than to reform them. Unfortunately California has no such reformatory. We have two reform schools for younger boys which are now doing fairly good work.

There are those who talk of heredity and predestination among boys. If a boy's inheritance is bad or he is predestined to be bad, he will be bad. Such a teacher has no place in the public schools and should be removed at once. What does the boy inherit? Certain physical characteristics and certain mental tendencies. He does not inherit character, for that is the result of habits formed. He does not inherit conscience, for that is the result of education and training.

The true qualifications for a teacher are not high intellectual training. They are self-control, character, and love of humanity. Many a teacher with an education much inferior to that required in this State, is a far better teacher than some of the best educated. No class is engaged in a more important work. There is no class on which a greater responsibility rests.

Let us close in the words of John Hay, which cannot be too often repeated:

"And I hold that the saving of one
of these
And the fetching him to his own
Is a durned sight better business
Than fooling round a throne."

W. ALMONT GATES,
Secretary State Board of Charities and Corrections, San Francisco, Cal.

GREETING

Edward Hyatt

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Ladies and Gentlemen:

It is with great pleasure that I meet you thus, for the first time, in this relation. I should dearly love to make you a beautiful speech to celebrate the occasion; one that would fire your imagination and kindle your delight. But providence, strangely enough, has not built me on those lines. Therefore I must try to be useful in a humbler way.

Our genial chairman has scheduled it on the "program" as "a greeting"; the word appalled me when I thought it meant an ornamental display of verbiage to sound good without **meaning** anything; but when the chairman privately explained the thing, it didn't look so **bad**.

It seems that he had secured for our pleasure and profit tonight the speech of an eloquent schoolmaster, whose silver words have echoed over this continent from the Atlantic to the Pacific. The richest harmony sounds richer when contrasted with a discord. A brilliant effect is heightened when it immediately follows the prosy and humdrum. It is my function to present you with a small bundle of the driest educational fodder I can possibly find, so that we may the better appreciate and enjoy the green fields and pastures new that lie just beyond.

I want to ask each one of you to put himself (or herself, as the case may be) into my shoes for a moment, and try to reflect with me on what would be your answer when various solemn and weighty gentlemen would say to you: "What is your educational policy? What are the things that seem to you as most worth while, and for which you stand?"

Well, that's a **poser**, isn't it? But if you're in my shoes you'll have to make **some** kind of an **answer** to it, many a time and oft, as time goes on. What are the half dozen things that you would pick out of the educational field as the ones most worth **while**, the ones most worth **urging**? And as you are thinking up your answer, let me catalogue my half-dozen, the six things that seem to me most important for us California school teachers to soak into our souls. We are looking, I take it, for broad things of real human interest; things that need to filter through us into the body politic of the future, things whose seeds we should be dropping into the minds of our children as the fleeting days go by—rather than details of our work as to what studies to teach or how to teach them. Each of the six will suggest a whole evening's discussion; but I can only baldly name them

in the order of their importance as it seems to me, and then pass quickly on:

First: The feeling that we should be honest toward the public in the same way that we are honest toward each other. A larger name for it is **civic righteousness**. I do not blame San Francisco rottenness upon the schoolmasters; but I cannot forget that the difference between San Francisco and many other cities is **accidental**—that is, by an accident, San Francisco had a millionaire who will spend fortunes to expose and disinfect his city's shame. The others have no millionaires of that kind, and may never have. The nation is sorely needing somebody, somewhere along the line, to inject deeply into our life the sentiments that lead to real hatred of civic dishonesty, that lead us to scrutinize the sources of wealth before we respect it, that lead the people to sternly refuse to recognize or associate with the holders of ill-gotten plunder. These sentiments should come from the parents of the children, it is true. Nevertheless, I can but feel that we schoolmasters have a responsibility here, too. We should **help**.

Second: To plant a sentiment for the conservatism of our national resources. And that means a wise and careful use of our forests, our mines, our water, our oil wells.

This is patriotism much more genuine than the waving of battle flags. The people that steal or squander our resources are far more dangerous to our national life than any foreign foes. They can reduce our country to poverty and insignificance. Spain was once the richest nation in the world.

California's future wealth and prosperity, her strength and progress, lie latent in the streams that dash down the steep westward slope of the Sierras. In them lies the power that will one day carry all our burdens, turn all our wheels, do all our work; and that will cover all our lands with rich productiveness. These streams depend upon the **forests**. I am sure there are some fundamental conceptions here that should be dropping in season and out of season from us California teachers into our children.

Third:—To recognize and help along the manual and industrial side of school life. It is the coming thing; coming not because of us, but in spite of us; coming because it is right. The children who are born without the intellectual mind have a right to just as much **recognition** and time and energy at the public school as those who are to become the teachers, doctors, lawyers.

We are failing to hold countless thousands of the children who most need the schools, because the schools do not have the things that the nature of the child craves. We school people have not kept up with the world's procession in this regard.

Fourth: To strengthen and increase the demand for more ROOM for school grounds. This is not merely a physical demand; it is a very moral necessity. Treasons, stratagems and spoils ferment in the mind of the man or the child who has not enough room to breathe in, play in. Sunshine and playgrounds and gardens are the great sweetness of the human race—and safeguards, safety-valves to society. Villages are turning into cities; thousands of children are continually being pent up in spaces meant only for hundreds. Every school should have five or six acres of land. No price is too high to pay for it. It is impossible to spend too much money on the children.

Fifth: To understand and support the child labor laws of this State. This, at first thought, seems something pertaining to great cities only, and not needing attention from rural teachers. But it is a great movement for human advancement, and it deserves the thoughtful help of every one of us. Human rapacity and greed for money are allowed to commit crimes unaccountable against child nature, to the weakening and damaging of society. Young and growing children should not be wage earners. As we go through the streets tonight we see many little boys selling newspapers—wizened-faced, precocious, steeped in every iniquity of the city by day and by night. It weakens the State. Why should not the work of distributing newspapers be done by men, in the same way as other commodities?

When you go to buy a new dress tomorrow, or a love of a hat, you will see a lot of little girls and boys perhaps answering the cry of "Cash"—earning a little money, to the future damage of the State. The very legislature that enacted the child labor laws gathers in a crew of little boys for pages—throws them into the excitement, the irregularities, the deviltries that attend a legislative session—earning a little money that they do not really need—and to the damage of the State. I urge this whole matter as one richly worth the interest of real teachers, both in country and city. I have only touched the surface of it.

Sixth: The improvement of rural schools. The country children are not yet getting a square deal from our school system. Their conditions are too often harsh and uncivilized. Their schools are weak, isolated, and of low vitality. But they have a right to the enthusiasm that goes with larger numbers, to

the competition and life that attend a strong and robust school. There are scores of regions in this State where the discouraged and dying little districts could join together and organize a school with the breath of life in it—a school presided over by a splendid teacher and filled with the work and sports and social life that appeal to child nature, and that constitute life.

And now, for good measure and last of all, what? Shall it be the demand for larger salaries for teachers? Or the opposite demand, the demand for more teachers who teach for love and not for money? Perhaps both, on the theory that two opposites often melt together into a complete and harmonious whole. Certainly we must keep up the agitation for the laborer receiving his worthy hire, for the teacher getting a living wage. No one else will do that for us, and we must bend every effort in that direction. The world will treat us shamefully if we let it.

On the other hand, it is a fine thing to cultivate the idea of entering the teachers' profession as a civic duty. Thousands and tens of thousands of our young people are growing up and choosing their vocations. In this land of sudden riches very many of them do not need to choose for the money it will bring—they can consider what is of worth to themselves and of value to their fatherland. In other countries, many a rich and well-born young man goes into the army or into the civil service, or into the schools, not to make money, or for material advancement, but as a worthy and useful life to lead. What a splendid thing we shall do for the future if we say things and do things that will bring into our ranks courage and enterprise, and ability that otherwise would be squandered on golf, dancing and yachts, or spent in mere money grubbing! What our profession most needs is men and women; men and women of ability and originality, enterprise, initiative—of good manners, able to take care of themselves and command respect in human society wherever they go—of strength and good red blood, just like those assembled here tonight!

Thus I have catalogued the half-dozen things that loom largest to my mind. I hope you will be patient when I return to them and urge them upon you again and again, in the future. Perhaps they will modify and change themselves as I find out from you what your half-dozen are.

And now, having discharged my function—that of a prosy prelude, as it seems to me, a singular—prosiness—it only remains for me to clear the track for the evening express.

THE MORAL TRAINING OF OUR CHILDREN

Dr. F. B. Dresslar

UNIVERSITY OF CALIFORNIA

A year ago it became my duty to spend my summer's vacation reading more than three hundred essays on "Moral Training in the Public Schools." In that contest, good people from every State in the Union submitted carefully prepared papers, written, for the most part, out of earnest desires to help in the solution of the greatest problem of our national life. Essays were submitted by lawyers, doctors, preachers, editors, public school teachers, students, college professors, men of letters, divine healers, clairvoyants, farmers, mechanics, housekeepers, day-laborers, Socialists; in fact, by those representing almost the whole gamut of occupations and professions.

I want to bring to you some of the generalizations derived from a careful study of these essays, to the end that you may realize something of the feeling of the people of the whole country touching this question.

I. No one used the word **knowledge** as a synonym for **virtue**. They all believed that knowledge or learning is not enough, and that men may be scholars and at the same time rascals. Hence they argued that there should be a special moral emphasis given to learning, or, in other words, children should be taught to do the right as well as to know it. However philosophers may use the word **knowledge**, it is very plain that the people represented by this class use it as I have indicated. Learning will not save us, unless we turn learning into virtue.

II. Many emphasized in a definite way the moral value of ideals or ideas, and yet failed to see that this alone is incomplete training in morals.

For example, those who proposed the use of maxims and gems of literature as a means of moral training were in a way conscious of the motor tendency of such ideas, but many times failed to see that situations must be forthcoming where these can find adequate expression. Growth in moral life comes from thinking the right and doing it, and vice versa, doing the right by direction and later reflecting on such action, and then coming to accept it as a rational solution of moral living.

III. Many of the competitors brought out in one way or another the necessity of making the moral training of the school objective and personal rather than merely theoretical. But only a small minority made any attempt to properly apportion theory and practice, or to correlate them in any natural way. For example, many forms of pupil self-government were proposed

wherein it seemed that their purpose consisted more in organization than in learning to live through or by means of organization. They are put to work at organizing and developing cumbersome forms of so-called school cities, school republics and other forms of social government, wherein it seems that a few learn to control, while the majority have to obey rules more often called in question than if the teacher's authority and position were immediately back of them. Comparatively few of such plans advocated seek to develop good reasons for their existence. In the main, they were modeled on adult ways of doing rather than from the child's point of view.

The cue here, it seems to me, ought to be taken from such situations as Mr. Johnson brought to light in his study of the Macdonogh farm (see Johns Hopkins Historical Studies, 1884), or the George Junior Republic, where as little interference as possible is allowed and where definite situations call for specific concrete action.

IV. Most of those who wrote were inclined to place too much of the burden of moral training on the public schools. I fear this is a popular error. Not until school conditions approximate natural life conditions can the school approximate the home as an agent in the moral training of the children. Do all we may at school to train for honesty, if everywhere in business life children can see dishonest practices, the school is not wholly responsible or to blame if such children grow up to dishonest practices. It is time for teachers to insist that home and society must do their part and not shift the responsibility to the schools.

V. Those who seek to train children in moral living must know the child's point of view, judge of his acts according to his knowledge, and seek their control, both through obedience to authority and a growth in an enlightened conscience. The ability to understand a child's behavior from his point of view is an important if not an essential condition in moral education. The best of the papers exhibited this understanding of child-life, without degenerating into senseless gush or sentimentality.

VI. Unity of education is an essential element in moral training, and for this very reason the State, and not the church or any set of churches must guide and be held responsible. Here is the fundamental reason why there must be no division of funds for church and State schools, and even why the State should supervise the education of all its children, whether they be in sectarian schools or not. Unity is necessary

in order that the rights of all individuals may be seen from the same angle, may be felt with a personal interest and respected accordingly. In our school organization, therefore, there is a large opportunity to serve the State successfully by so conditioning the intellectual and social environment of the children that moral and social values may, as far as possible, be measured by the same standards. What these standards shall be can only be determined in a democratic country by bringing the majority to an acceptance, either passively or actively, of the higher ideals of its moral reformers. Here, as elsewhere, the great leader or teacher moulds, clarifies, corrects and purifies the ideals of the people by making it clear to them that a given line of action, or definite sort of behavior, is worthy and good, rather than some other that might be closer to temporary individual interests.

A few of the more thoughtful papers brought this doctrine to the surface, but fewer saw its real significance in our scheme of teaching. It is worthy of note that comparatively few of even the preachers argued for sectarian schools and that sort of training which would separate the youth from the masses and surround them with so-called religious training. There was a general recognition that the real life of our democratic society is the life to which our children must be adjusted if we would count on them for better things in the way of advancement and social control.

VII. The time has happily passed, if we may judge from the papers submitted, when children were looked upon as if they were conceived and born in sin, and totally depraved by nature. The attitude taken is more one of opportunity for culture and training than it is of pity and religious fear. It seems that we are now nearer to the Chinese notion, viz: That children are born pure, and education is for the purpose of keeping them so.

A number of the more earnest and sensible competitors made it clear that moral life is closely associated with physical well-being, and hence emphasized the necessity of larger playgrounds, better hygienic arrangements of school premises, the need of manual training and all that tends to develop the power to do, and high moral purpose to guide and direct in the doing.

IX. It was brought out again and again that our Sunday Schools are insufficient in meeting the needs of the children in matters touching religious culture. The need here is for better teachers, better organization, and a guidance by those who know the means and methods of reaching our boys and girls in a natural and normal way.

X. A large majority rightly made much of the importance of the personality of the teacher in her influence on the behavior of the children. But with many this means a sentimental sort of exhortation with com-

paratively little recognition that personality is amenable to education, and that the moral judgments and conscience of the teacher are not always worthy of imitation. The fact is, some teachers are more in need of moral training than their children.

XI. Finally, all of the more thoughtful agreed that the perpetuity of a nation depends very largely on the desire and willingness of its people to live justly, and to deal fairly in public life as well as in private life; and that because of our rapidly growing inter-dependence, a broad and liberalizing culture is a necessity not for the few but for the many.

I have no time to make a careful study of the subject as a whole, but will simply try to emphasize certain features of the problem most deserving of our present consideration.

The demands made upon the school are increasing, and the requirements of society are rapidly becoming more complex. Wealth and luxurious living are testing the moral fiber of our nation and many of our good people are sacrificing moral standards for the sake of selfish ease, or social prestige. We are face to face with the problem of whether we as a nation will honorably meet the new temptations arising out of our industrial and social advancement, or whether we will lose the opportunity to advance the dignity of manhood by submitting to the slavery of wealth.

Our temptations to wrong-doing are presented to us today in such subtle forms that unless we refine our moral lives in accordance with such demands and quicken our conscience to meet these new situations, we shall tumble unintentionally into many pitfalls. We have the best opportunity the world has ever presented to prove that riches and even luxury can be turned to the advantage of a higher culture and a moral life more unselfish than the world has known.

Our problem is not the curse of our wealth, but the weakness of humanity. It is not for us to set a limit to our fortunes, but to so purify, refine and elevate our moral natures that our wealth will only represent honesty, capability, integrity, and foreshadow larger opportunity for useful and joyous living. From this point of view, it is my purpose to impress upon all of you that the situation confronting us is, in a measure, a new one in life, and that if we fail to meet it, we thereby postpone the coming of the kingdom of heaven in the lives of men. Seneca voiced, as he thought, a high moral ideal, when he said, "My wealth belongs to me; you belong to your wealth," but the demand upon us is for a higher notion. Somehow we must come to say, "Our wealth ennobles us; yours encumbers," else we shall have lost the great opportunity vouchsafed to a new world.

All this for the purpose of tempting you

to realize a new duty and to see the possibility of a finer life hidden under the troubles so noisily bruted today. The social and economic disturbances, so magnified and acute, are but invitations to us to match them with a morality which will dignify, purify and pacify. I have faith that we shall meet these requirements, in part at least, for there is no other solution. All other attempts must end in failure. Our trouble is not our wealth; the danger is in our moral weakness. Our wealth and the possibilities of getting it have set us a task we tremble to meet.

And now to our task; how we shall meet it? We cannot answer completely. We all approach such problems with humility and an oppressive sense of our weakness. But we must do our best to meet the demands, else we are lost.

First, we must boldly and fearlessly appeal, in behalf of the children and through the children, for higher standards of home life.

Here is a true case. The mother tells her daughter daily that she must marry a rich man, for she does not want her to make the mistake she had made. She dresses her accordingly, fills her mind with desires to this end, schemes for social recognition for this purpose, and refuses the companionship of purer and better people, because they are poor. What can be done for this girl in school? Nothing, save to teach her a few things which may help her to ruin her life. Her only salvation is the possible intervention of blind instinct. That home is a product of false social demands, and a curse, not only to the children brought up in it, but to the State and the nation. I would fain believe that this is an unusual case, but I know it isn't.

Another true case. The father is deeply engaged in business, he furnishes all the money the family needs, and thus takes upon himself, as he thinks, their entire care. The boys have good clothes without effort; they have books and playthings without sacrifice; they have many joys, and apparently few sorrows. The only work they do is that which their teachers tease out of them. They have no standard of values, save the satisfaction of their desires. They have no appreciation of labor as a means of earning a living, and, unless something happens in that home, they are likely to grow up with a feeling that the world owes them a living, rather than with a feeling that they owe the world for everything they have received and enjoyed. The school cannot successfully teach these boys the dignity of labor or the value of service. A part of their moral equipment has been neglected in the home and cannot be given at school. Fortunate environment may save them, but they must ever be peculiarly liable to the temptations of exploitation.

But you tell me that the schools have no influence on the home, and that our attempts in this direction will only bring censure, and even dismissal. I fully realize the dangers, and, through experience, know the difficulties. But we are dealing with those who will soon be home-keepers and take their places in society. Let us, then, be sure that we ourselves as teachers really believe in good people and prefer to honor true worth rather than riches. We need a clearer appreciation of the littleness of prevailing social distinctions, and a larger ideal of social and home values. Besides, it is our duty to get in touch with society and set before the people better standards of worth and truer ideals of life. Social settlement workers are doing much to alleviate the distresses of the very poor in our larger cities; but, so far as I know, nothing has been done to save some of the very rich from utter damnation. They are sorely in need of better living and higher moral standards. We must strive to bring all our people to know and live for better things. Wealth is not a crime, but sinful living is a crime, whether it be in a palace or in a hovel.

In some way we must do something to set up higher standards of daily life and personal duty. We must set ourselves the task of developing in the consciences of the children higher and keener appreciation of moral values, and through them reach the home. A noted Englishman has said "The Americans are thoroughly rotten." He believes that we are in love with nothing but money, and that most of us are ready to barter our morals for it. This is a terrible accusation, and I do not believe it just, but it ought to arouse us to a new sense of our danger. The future of our nation depends more on the moral standards of our homes than on all else, for, without this, we must come to nought.

We must make our school discipline more natural, and thereby train the children to meet real situations in life, to the end that they can be led not only to think the right, but to do it. School discipline must be based on community interests centered in the school, as well as on the needs of individuals. Obedience to the just demands of school organization prepares for obedience to the just demands of the larger social organization. Rebellion against unjust rules in school should not be punished, for we are in need of people who have the spirit of rebellion against unfair treatment. But the selfishness of some parents and most children must be met with a clear and definite insight into the needs and just demands of the school as a whole, and the legal requirements of our State and nation. The school in its organization is a miniature democracy, and the teacher, one who has been set the task of training the pupils therein to

work for the mutual help of all. All rules, therefore, not for the good of all as well as for each individual, should be put aside, and every infraction of just and wise rules met with such punishment as will emphasize the need and justice of such rules. Implicit obedience to the needs of the school, careful and regular training of all children to see and realize their purpose, and wiser administration of our schools will do much to habituate our children to a moral and worthy participation in the duties of citizenship. Purposeless rules have no place in school, but implicit obedience to those that are necessary and just must be rigorously and impartially exacted. We are in danger of making the way of the real transgressor too easy.

We must make our school work **real** by relating our daily lessons intimately with the opportunities offered all about us for service. I know one high school where the teachers are planning to have the boys and the girls take hold of a much neglected park and supplant the weeds with flowers, shrubs and trees, tennis courts and playgrounds, and in so doing, set an example to the whole town. No teacher of botany or nature study could have a better laboratory; no teacher of civics could wish for a better point of contact; no teacher of elementary agriculture could long for a better beginning, and no school principal could hope for a better opportunity to develop a real school spirit among his students, and no police officer will have to guard that park from the ravages of disinterested and careless school children. I see no reason why such work ought not be given credit toward graduation, but, on the other hand, see many reasons why it should. Believe me, when such undertakings become common practice, and when the experience suggested is vitally related to our book learning, our lessons will be more interesting and illuminating our education more rational, and the moral tone of our schools increased and vitalized.

The teacher must have that spiritual initiative which lifts her above the daily routine of the school and keeps her ever in touch with the highest ideals of individual and social perfection. She must be an idealist if she would make her lessons carry. She must see beyond the multiplication table to the fundamental need in human society for exactness as a means to justice and peaceful dealings among its members. She must catch that spirit of values running all through literature which says life consists not in knowledge, or power or position, but it is the willingness to labor for these in order that we may use them in unselfish, uplifting service. I am persuaded that we all know more than we put to useful service. Until knowledge and skill and power

are wrought over into spirit until they issue in unflinching conduct, they are technical things out of harmony with a teacher's real purpose. I verily believe that if we would vitalize the subjects of the daily curriculum, the tedium of the school would largely disappear and our children would come to feel the significance of the things with which it is our business to deal. Let me illustrate: I know a teacher who has wrought out a definite theory to guide her in teaching literature, and it has so taken hold of her life that it thrills her and vitalizes her whole nature as she works with the children, through whom she is trying to realize her ideals. Here is an element of definite character slowly but surely leaving its impress upon the children. In every lesson a moral result in her own life is re-enforcing word and comment and weighting them with meanings dictionaries cannot give. There is one blessed power the children have that saves them from much make-believe and immediately puts them in touch with truth. They know when we are truly wise, and also when we are attempting to teach what we do not really understand. They are hungry for wisdom, but have no appetite for empty words.

Teachers as a class do not properly appreciate their civic duty. They are too fearful of politicians, and too much afraid of that unjust criticism sometimes heaped upon them when they try to do their duty.

In a small cell in the old monastery of San Marco, in the city of Dante, and Michel-Angelo, Raphael and Michiavelli, there once knelt a monk, who had been given to saying his prayers, as others of his order. He had accepted the social situation as others had, bewailing the sins of those in authority, and trying to persuade himself that he had done his duty to his fellow mortals through his fastings and prayers. But there had come into his life, as he mingled more with the people, the divine desire of bringing his countrymen to a sense of their social, political and moral degradations. He decided to consecrate his life, regardless of preferment, and indeed in the very face of the most violent opposition by the political and religious bosses of his day, to the service of plenty and the purification of the city. He refused to shrieve the soul of the dying Lorenzo unless that magnificent sinner should assent to three conditions. He must repent and exercise true faith in the mercy of God; he must give up his ill-gotten wealth, and he must restore the liberties of Florence. It was easy to promise the first; more difficult, the second; and the third, beyond his selfish nature to meet. He turned his face to the wall and gave up his sordid soul, while Savanarola went out from his presence with a clean conscience to preach righteousness and civic decency to the people. As I stood and gazed one day at the bronze tablet, marking the spot

where this fearless and holy monk was burned to ashes by these same political and religious bosses, I felt as if I were in the presence of God and that the very stones of the pavement were eloquent reminders of a man who dared to live for the sake of righteousness. He measured rich and poor, high and low, by the same standard. He refused to be bribed with a cardinal's cap, and died for the sake of pure and unselfish piety. He believed that the religious teacher should instruct his people in their civic duty as well as in matters ecclesiastical, and refused to obey even the Pope when ordered to desist from inciting

the people against civic rascality. If there were a hundred such men in California, or any other State today, many of the rest of us would take heart, and perhaps some of us would really and truly meet the responsibilities of citizenship.

Those who really believe in good things and good citizenship must be more active for good things. We, as teachers, have the same right to citizenship as any editor or politician in the State. We are either too cowardly, or else, it seems, we do not really believe in the right. The moral purification of our civic and industrial life demands the help of all good people, even at a sacrifice.

TO BE INTERESTED AND TO KNOW

Rev. Willsie M. Martin

ALAMEDA, CAL.

Mr. Chairman, Members of the Teachers' Association of Northern California, Ladies and Gentlemen:

The privilege of addressing the leaders in educational thought I regard as an honor and a compliment to any man. While I am not possessed of stage fright exactly, nevertheless I am apprehensive. For naturally I find myself somewhat in the position of the husband who was so unusually pleasant one morning that his partner asked him the cause—"Model Husband."

I must speak to you as a layman, and more largely from the layman's point of view; perhaps with your wider and vastly more technical knowledge it may appear to be a mere model speech.

One day Isaac met Samuel and said: "Have you heard the dreadful news? Jacob has appendicitis." "Vell," said Samuel, "vy didn't he have it in his wife's name?" What ever technical knowledge I may possess on this absorbing theme of education is second-hand. It is in my wife's name. It is the outsider's knowledge acquired by observation and reflection.

Yet I flatter myself often with the thought that your work and mine is of the same character, and faces the same problem only from a slightly different angle. Hence I feel, as a fellow laborer in the laboratory of character-building, it may be that I shall have something to say that will be worth my time to utter and worth your time to hear.

I said I flattered myself that my work was identical in many particulars with yours, with intent. For I consider that your profession is invested with the highest honor. There is no higher work than that which a teacher does. Knighthood in the olden time was conferred for bravery and service. If

knighthood were still in flower the class to be honored by it would be the underpaid, under-appreciated teachers of our public schools. There is no profession that exacts more in nervous energy than does yours. There is none where the utmost of strength is so cheerfully and bravely given as in yours. There is none where the service rendered to the community is as great as the service you and your fellows render. It is a wonderful thing to take a piece of marble and carve out of it a David or Moses. We call it genius. It is a masterly thing to so utilize the cotton of the fields that its value is increased a hundred-fold. But what shall we say of the value of that work that brings out the artist in the thousand lads? What symbol known to finance can properly express the value of that calling which makes men efficient? There is no investment that pays so high a rate of interest for the outlay as does the money expended for teachers and schools. There is no factory or group of industrial concerns that adds so much to the direct commercial values of the community as does the school. Brain power as a creator of wealth is a heap more valuable and essential than brawn. The school is the factory for brain power. Great is the glory of the school. Garfield paid a tribute to his old teacher when he said, "A log with a boy at one end and Mark Hopkins at the other would make a university." A teacher makes a school. The service the teachers of America have rendered to the nation is greater than that of her captains of industry and her captains of war.

The common problem which faces us as ministers and teachers is how to make our teaching effective. This is the problem we set for ourselves this afternoon under the

caption "To be interested or to know."

Some time ago I heard this sentence, "A life of success is a life of continual discovery." As I have pondered it, I have come to the conclusion that it is true.

Senility is not the product of age; it is the product of having arrived at your mark and finding nothing beyond. We say a man is as old as he feels, and it is quite true. How old we are is settled by our state of mind and not our age. There are men with the weight of years on their shoulders who, in the keenness of their thought and the play of their imagination, are youthful; and there are youths in years who are weazened old men. It is not years but weariness of mind that makes us old.

In one of the oldest books in the world is the picture of an old man. The music of the grinding corn and the prospect of a meal brought him no pleasant anticipation. To him the light of the very morning brought no joy. In his heart the cadence of the dance music aroused no thrill. He was old, because he had exhausted life's possibilities. He had arrived at a twilight for which there was no dawn.

The man who has arrived, the man who finds nothing new to engage his attention or his activity is ineffective. He is at the point we call in the ministry "the dead line." He is preaching sermons from the barrel; he is living in a musty past and not in a living present. He has ceased to grow, and dry rot possesses him. The effective individual is always he who finds new interests to engage his powers, new fields to cultivate and new beauties to appreciate. Such a one is growing. He does things. Point out the men of success and you will find them to be the men who are living lives of discovery. Like Columbus, they believe in new routes to the spice islands; like Edison and Marconi, they expect to work greater miracles by the magic of electricity than have yet been wrought. Some time ago as I sat in the office of a gas engine manufacturing plant, the manager and superintendent were discussing better methods for making screws. The manager, turning to me and picking up a tiny screw, said: "That is the reason for our success; we are constantly aiming to put the best stuff we can into today's machines, and tomorrow to improve it." The rising men are those who live on the path of discovery. It is a tragic hour for anyone when he can find nothing new under the sun. "The life of success is a life of continual discovery."

If this be admitted, as it surely is, it follows, I think, that the education of the schools ought to set the steps of its students on that path—the path of perpetual discovery.

How can the schools help to make each pupil's life one of continual discovery?

In the first instance, this cannot be secured by merely loading up the mind with

knowledge. The school must do something more than furnish the intellect with a useful or ornamental cargo. There is a theory prevalent that the function of the school is to be a kind of a coaling station where we take on fuel and provisions for life's voyage.

There have been heated debates in some quarters as to whether the school should fill the utility bunkers or the aesthetic bunkers.

There are those who say that the school should provide those graces of manner that betoken a trained man; that it should acquaint one with the niceties of polite society; that it should make one cultured and polished. In other words, the school ought to load up the boy with intellectual ornaments so that he can shine in any society. This loading up for culture is expressed by the conduct of the negro whom B. T. Washington describes—who graduated from college with a degree, and immediately he acquired a tall hat, a lofty manner and a distaste for hard labor to accompany his mental attainments. This notion of loading up for aesthetic purposes finds illustration in the phrase, "finishing schools." As if the purpose of education was to outfit for life and impart a mind polish which need not be renewed. Finishing schools are intended, I believe, to load one up with graces and refinements and knowledge to last through life.

There is another kind of loading-up which is much advocated, and that is, that the school shall prepare one directly for his life work; only such studies are to be pursued as will fit one for his career. So we have manual training schools, and trade schools, and business schools, where the student is trained to be a carpenter, or a mechanic or a stenographer. He is loaded up with the tools of his trade.

For our purposes we need not enter into a discussion of the relative merit of these two schools; suffice it to say that both stand as representatives of the loading system. The outcome is that in many places there is an attempt to meet this demand, and the whole force of the school is directed to imparting so much knowledge, either useful or ornamental, or both. The whole course of study and the whole scheme of teaching is directed to loading as much into the mind as we can, on the supposition that a boy has got to know so many things or the school has not done its work.

The result of such a system is that we try to teach too many subjects. Knowledge is a good thing, but it is possible to overdo a good thing. As J. B. Brierly affirms: "There is a psychology of fatigue of which we are woefully ignorant." You know more college contests have been lost through staleness than through lack of preparation. You know if you try to sight-see too much you finally become so fatigued that you dislike

the whole place. Dejection of spirit, loss of interest follow hard upon physical fatigue. As I have watched boys and girls through the terms of school I have come to the conclusion that our large courses of studies make little brains so tired and fatigued that the children come to dislike the very atmosphere of school. I am only a layman, but I think if we taught about half as many subjects as we do the educational result would be better. It is not a good thing by reason of overcrowding to make children blasé; that is nigh to the educational dead line.

The trouble is not with the teacher or her consideration. But the trouble is with the scheme of teaching and the aim of the school. So much ground has to be covered; so many facts have to be learned before a class can be passed on. The object is to pass on as many as possible, knowing as much as possible. You, facing that system with all sorts of boys and girls, knowing that your reputation as a superintendent or a teacher depends on the showing or knowledge or advancement that your scholars make, are often forced to sacrifice yourself and them to the demand for passing, based on apparent knowing. You rob them of the joy of study in the effort to cram the necessary work into their heads. Cramming may make a good turkey; it is a poor thing in school, and having done a bit of it myself I feel it is a travesty on education and a crime against one's physical and mental make-up.

Under a system where the aim is primarily to load up the mind, the teaching is bound to become mechanical. The teacher loses sight of the fact that she is dealing with living personalities of different types and quality. They represent to her just so many boys and girls who must be brought up to passing.

I know a school where the constitution of the United States was learned word for word, and how it was punctuated. What reverence for our great instrument, what knowledge intimate and worth while did such a piece of mummery effect?

There is another school in Northern California where the teacher had the class learn the *Lady of the Lake* and *Evangeline*, and recite them thus:

"This is the forest primeval, (period) The murmuring pines and the hemlocks, (comma) etc."

That was letter-perfect knowledge. But that association with the junk of punctuation ruined those masterpieces. These are extreme examples, but they illustrate the mechanical and wooden methods of a system that aims primarily and only to give knowledge.

The effect of such a policy has its worst effect upon the student. It will in many instances rob the boy of all interest and enthusiasm in his studies.

Carroll D. Wright, the statistician, says

that 90 per cent of the scholars in our public schools drop out before they reach the high school. This is a mighty leak.

Much of it is due to the spirit of commercialism which lures the boy out to gainful trades. Some of it is due to the necessities of the home circle, which make it necessary for boys and girls of tender age to be bread winners. Some of it is due to the fact that children prove defective in ability or will power to make the grades, and are weeded out. But let us not lay it all to these causes. Why is it that the boy wants to be a plumber or a carpenter? Is it because the work is easier? Far from it. Is it because it offers good wages? Yes, partly. But many boys and girls quit who have no prospect of a job. Why is it that there are so many ineffectives who have to be weeded out? Many of them leave school because they have no interest in their studies. It is all drudgery. Drudging is always distasteful. But about work, there is ever something enticing. The school-room is too often a treadmill, a cramming-station, and that is why they go to work.

They are defective, not because they lack brains, for often that same fellow in business with the handicap of a poor education will make a success, but they are defective because the school with its emphasis on knowledge fails to supply the necessary stimulus of enthusiasm and interest, and so they lose their grip and fall behind and then fall out. How many scholars in our schools live for the vacations; they count the weeks to the holidays. They exist in school. School ought to be the most fascinating place in the world, but it is not so to them; they are tired of this endless coaling.

I recall a friend saying one day: "I am tired of this study and grind. When I was eleven or twelve I thought I could never read enough, but now I am sick of the sight of a book." That expresses the ennui that possesses many of our public school scholars. They are listless. It is only the authority of the parent that keeps them in school. In many instances it is the system that has dulled their ardor and taken away the fine edge of their enthusiasm.

If the policy of the school be simply to impart knowledge and equip a boy for life, it tends on the one hand to weary him and on the other it tends to make him feel when school days are over that he can lay aside his books and his studies, that his education is complete. Two young women were traveling out into the suburbs of Oakland and a third young woman got on the car with an armful of new books. They had been schoolgirls together. The two women said, "What have you got there, new books, new books? Do you read them? You do? I didn't think anybody ever read after school days were over."

If the school gives the student the idea that it is outfitting him for life it is doing

him a grave injustice. I tell you, we would not proceed very far toward success if we depended on the original cargo.

You and I thought we had a big stock of ideas when we ended school, but the years have shown up how woefully small that stock was.

The man who thinks he can lay aside his studies when school days are over will soon find that he has a mighty small supply of ideas to be ranked as cultured or useful.

I believe that the school should make for culture and for business success. But these are by-products, and if we confine the school simply to this we are prostituting the function of education.

The work of the school should not be to load up the mind with cargo. It should first of all be to secure and perpetuate such an arousal of spirit that we shall be students to the end of life. Education should teach us to rely on no distant past, but to be open to new ideas and theories every day; to be ready to take on coal at every port. True education opens eyes to see new sights and ears to hear new music. It helps a man to see, to appreciate, to master, to use the material about him. It shows him the heights and the path thereto, and then it says, "My son, if thou would'st be educated thou can't not sit in any pleasant valley; thou must be a searcher; thou must climb yonder heights."

All work is done under some form of stimulus. But the best work is done under the stimulus of interest. Work that is done without interest is drudgery and has no educational value. Michael Angelo, we are told, became so absorbed in his work that he scarcely ate or slept. That is the power of interest. The proprietor will work harder and do more than any of his men, because he is more interested in it.

Much of Judge Lindsay's success with the Juvenile Court lies in the fact that he arouses a vital interest in the cause of the court among the boys, and they would do anything rather than turn the judge down. Of two pieces of work, you will always do the one you are interested in quicker and better than the other.

Recently some one said to Mr. Roosevelt: "I should think you would get weary with all the work you have to do. How is it that you can enter with so much vim and energy into all the perplexing problems that confront you?" And with a characteristic grin the President replied: "I like my job."

If a man is to do good work he must like his job.

The first thing a teacher should do, or seek to do, is to arouse the interest of the pupils, and the next thing the teacher should do is to keep that interest. Did you ever see a boy interested in something? It might have been birds' eggs, it might have been an electric battery, it might have been a book of travels, but you could hardly

draw him away for his meals. A boy will do anything, dare any amount of hard work for the thing in which he is interested. I know a teacher who invests nature study and language with so much interest that the boys and girls can hardly wait to get into her class. She will do her work better and far more easily than the other teachers who have not first aroused interest.

You can cover more work under the stimulus of interest than you can cover under any other method.

But I contend that if the amount accomplished were not as great it would be far better for a school to try to send out a boy who is interested in subjects and studies than to try to send out one who is letter perfect. It is better for a boy to be interested in nature study than for him to know by heart the various classifications of species. A boy who is interested in literature is a finer educational product than one who has no interest, but who can pass with a high grade the requirements of the teacher. It does not take long to forget all the facts the school gave us. But if one's interest has been aroused, he may always continue to be a student.

Grades and passing may be necessary features of our modern school system, but they are not indicative of the real value of the school. One may pass and know very little. The successful teacher is one who sends forth her students with a vivid and quickened interest in the pursuit of knowledge.

"Plodding and prodding is not the teacher's work," says Dr. Jordan. "It is inspiration, on-leading, the flashing of enthusiasm."

Agassiz's success as a teacher came from the interest he aroused in his pupils. One has said, the greatest school America has ever seen was on an island in an old barn, held for some three months. But it was great because the naturalist led his students to find a living interest in everything about them.

It is of very little moment whether Mary can give the campaigns of Washington; but it is of tremendous importance that she shall be induced so entertainingly, so intelligently, into the study of history that its continued perusal shall be a constant delight.

If the school shall arouse an abiding interest in the humanities, in the sciences, and lead a man to love his laboratory, his books, his bees, ever, it has done a work that will be a cause of continued mind expansion and a cause of steady mental growth. But the growing man is always and everywhere the strong man, the effective man, the cultured man.

If there be knowledge alone as the product of the school it will vanish away, but if to knowledge interest be added, the school has done a master work.

There are two kinds of work—the imitative and the creative. The loading process

may make good imitators. Unless something higher be infused it will never be more than imitative. The high art is the creative, that born of interest. The work of the class-room should make us creators and not copyists. It should teach us to think for ourselves. Not to be content to go as far as somebody has taught us, but to go farther. California wants folks who shall be able to make new discoveries and new inventions, and do original work.

There was an artist in Italy whose work was faultless, and yet it lacked the fire of greatness. The poet tells us that he had no great reach of interest, and hence he failed.

"Oh, but a man's reach should exceed his grasp,
Or what's a heaven for? All is silver gray,
placid and perfect with my art. The worse."

Your work is to send the boy forth with greater reach of interest and enthusiasm than that summed up by the curriculum of the school.

The aim, then, of every school is, not to finish the course, but to open the door to a path of perpetual discovery. The key that fits the lock of that door is not the key of knowledge, but the key of interest.

I have in mind a woman who graduated from a little unheard-of seminary that had only a few teachers. The work was not up to grade. But there was a teacher in that seminary who inspired my friend and her classmates with a love of the beautiful in literature. She is now a middle-aged woman. Yes, she is abreast of all the modern thinking. She has read and studied five hundred times more than she could have read under the most exacting teacher, and

it has enriched her life. Was not the inculcation of that love a finer educational work than all the critical knowledge that could have been crammed into those three years? Contrast the meagre amount that the best loading system can do for us compared with that enrichment of mind, that broadness of outlook, the continual delight of the spirit and the perpetual newness of life that comes from being a student for life. That is the goal of the school.

Teachers of California, your work is not limited by the class-room; it has to do with life in its farthest reaches. Your pupils may go forth crammed with knowledge, to be dull-eyed all their days, and find nothing to interest them in earth or sky. Or you may send them forth interested in learning, that they shall grow in knowledge as the years go. Which kind of schooling is the best?

That is true education that so enthruses and instructs that men shall not grow weary of seeking and solving, of studying and delving. That is true education which so equips with on-reaching interest that it is possible to say of them:

Men, my brothers; men, the workers,
Ever reaping something—
That which they have done, but earnest
of the things they yet shall do.

That is true education which so arouses our faith and hope in a larger world that to the end of the way, like Goethe of old, we cry: "More light!"

Not manual dexterity, not glib polish, not musty rendition is the object of education; but to so train and lead out that one shall make his whole life a continual discovery.

He is a master-teacher who makes his pupils followers of the gleam.

OUR ADOLESCENT SCHOOL SYSTEM

Dr. A. F. Lange

UNIVERSITY OF CALIFORNIA

Assembled and met together in the capital city of a State whose teachers and citizens we are, it should be easy for every one of us to make-believe, for the time being, that we are in session as this State's delegates and representatives, chosen for a purpose akin to that which brought together, in 1788, the fathers of our national constitution, a purpose capable of being stated much as they stated theirs—to form a more perfect union of educational effort; establish justice, as to educational opportunities; insure domestic tranquility, for the parts and the whole of the State's educational institutions; provide for the common defense, against all enemies of the child citizen;

promote the general welfare, by increasing the human wealth of the next generation, and so perpetuate and multiply the blessings of an advancing democracy. This invitation to make-believe need not lead to the riotous thought of ourselves as educational Washingtons, Franklins, Hamiltons and Madisons, or of our session as the adjourned meetings of that destiny-shaping convention of four generations ago. Its intent is merely to bring home to our minds anew the well-worn truth that our educational endeavor must express the faith by which we live as Californians and Americans, a faith apparently destined to make Democracy the secular church universal of humanity, and that

the school system of a democratic commonwealth must bear the image of that commonwealth, breathe its purest spirit, minister to all the wants education can fill, assure, if possible, abundance of self-directed, masterful community life for generation upon generation.

Imagine then, if you will, that we are here as expert citizens, each explicitly charged with a two-fold duty, that of protecting each separate educational interest—as each delegate to the Constitutional Convention was charged with the duty of protecting his State—and that of steadfastly seeking a union, one and inseparable, of the parts of our school system, in order that this may act ever more fully, ever more certainly, as a vital organ of our body politic. Let us suppose, further, that this is merely the opening meeting of many more; that it has seemed best to go into committee of the whole, to "talk things over," and that the first speaker is on the point, not of starting a debate, but of presenting gropingly such preliminary thoughts as he happens to have by him now on the common task of its execution.

The first of these thoughts, an old mutual friend, is this: Every child citizen is heir apparent to his country's civilization, and as such has an inalienable right to opportunities that enable him, according to the measure of his powers, to have and to hold and to augment his heritage. The child's bill of rights includes the right to all that is known or knowable; to the appreciation of art at its best; to law and order and other institutional achievements in their highest form; to the noblest character as yet wrought out, and to the discipline incident thereto; yea, even spanking, at critical moments. It embraces also, as deepening insight reveals, the right of being fitted for a specific share in the world's work. The humorist's division of mankind into beggars, thieves and workers sports on the bedrock of truth everlasting. It is the child's inalienable right to grow up not a parasite, but a producer, a worker.

But the child is father to the man, and by the time childish things are being put away, rights have turned duties, duties towards self and fellow man. "I am the State," said the French despot. "We are the State," say the adult members of a democracy, "but only today; our children will be the State tomorrow." It becomes our duty, therefore, in the interest of each and all, present and future, to see to it that our children are not defrauded of their birth-right, the right to know and do the best they are capable of. It becomes our duty not to commit social and political race suicide. If progress means anything, if the doing of better things in better ways means anything, if the faith of democracy in man means anything, it is our duty to provide the means whereby our children may out-

strip and rise above us, whereby we shall become antiquated; but also realize the beatitude of history: "Blessed be the antiquated, after they are gone, for they made the new." "Let there be schools, then" says Democracy, "of all, by all, for all." Let the saint contribute to their making, but despise not the sinner when he builds and endows them. Let them be as continuous as growth is continuous, and as far apart in degree as the limits of social service. Let them vary as social needs very and capacities differ, provided all thrust out and keep out the devil of caste, to whose many-sided deviltry every school is equally welcome, from kindergarten to university. Whatever their type or grade, let all schools prepare for making a living, provided such preparation springs out of preparation for life, the life of an American freeman and free man. Let each maintain the highest possible standard of efficiency for teachers and taught, but so as to help the rest and not to hinder any, with the door of opportunity wide open to ability wedded to purpose.

At this point in the speaker's discourse, a general uprising of the other delegates makes him turn quickly from the implications of Democracy to their actual embodiments, from the school system as an ideal to the school system, a fact, a historic growth. This he would describe, fantastically enough, perhaps, as adolescent. Big for its age, it has not attained to full size. It is always hungry. It has growing-pains in each of its three members, the grammar school the high school, and the university, and strange to relate, each has the puerile habit of suspecting the rest of "doing it on purpose." Its clothes don't fit anywhere, and where the university tailors have been at work, they pinch. Although on the way to optimistic self-control, it seems at times to meditate suicide by one of two methods, by cutting itself up alive into three separate corpses, or by each member taking turns in choking the life out of the other two. It has a superstitious veneration for the number four and firmly believes that boys and girls grow in isolated jumps of four years at a time. Sound at the core withal, wholesome, handsome even now and doing handsomely, its face instinctively set towards the true goal—an adolescent school system to match an adolescent democracy, with similar unsolved problems of self-government before both.

Turning to these problems, the speaker requests his fellow-delegates to glance with him at those that stand out between materials and methods of teaching on the one hand, and the ways and means of equipment and administration on the other. They appear bunched together into three distinct but inseparable groups. The first may fittingly be labeled Opportunity. In it is found the question of compulsory education, lest ignorance and greed kill the man and citi-

zen in the child and let only the brute or the factory "hand" survive. It includes the task of giving the city child a chance to become and keep sane in God's out-of-doors, and the country child, even unto the remotest mountain district, a chance to attend a well-equipped, well-taught graded school. Of the same piece, but nearer solution, is the problem of placing high schools within the reach of rich and poor alike, throughout the length and breadth of the State. To bring the university within walking distance of every doorstep will probably never be possible, but all honor to Senator Caminetti, who made it possible last year to extend educational opportunities by adding a top-story of two years to the four-year high school. Here is a new aspect of the question of extension, and one that, like all of its other aspects, involves one of the chief present-day problems of democracy, namely: How far can the whole people safely go in giving special assistance, now here, now there, in the interest of all, without fostering individual and communal mendicancy instead of those qualities which have been and are the just pride of America among the nations, energetic, individual and communal initiative and self-help?

But opportunities may be created also by removing barriers. Most of them are accidents of history, but suffering due to accidents can be alleviated. May not, must not, for instance, the paths leading to university opportunities be increased in number or else the straight and narrow old paths widened, so that more can march abreast? Or turn from the pupil to the teacher. One test of democracy, according to Lowell, is, whether everyone has a chance and knows that he has it. Has the teacher this chance? To discuss only one phase of this query, should we build up a democratic system for pupils alone and not also for the training of their teachers? No sympathy, it is true, need be wasted on the undemocratic attitude that the commonwealth owes anyone a position on salary because a Rousseau may be needed. Stern suppression is in order for the teacher who wants to get something for nothing, or claims a maximum of position in return for a minimum of equipment. The highest possible requirements must be maintained for each main type and stage of education, else what is education for? But this being granted—a career for every talent willing to pay for value received. It makes a vast difference to a would-be tenant and his attitude towards the terms of the lease whether he is to live in one room with no way out or up, or in a house of many mansions with connecting corridors, and an elevator in running order. Down, therefore, in the first place, with the last needless fence between normal school and university, and in its place such co-operation with respect to terms of admission and equivalents of courses and standards that

the first choice of the would-be teacher need never be the last, that a university student may reverse his first decision and go to a normal school, without having to sell all he has in the way of time in order to follow his real bent, and that a graduate of a normal school may with a minimum extra cost in youth and coin fit himself at a university for work beyond the grammar grades, and so look forward to being both called and chosen for the station he has it in him to fill.

But the elevator must not stop at a high school principalship of the present type. That it does so now is another accident of history that we need not suffer from forever. The frank recognition of the fact—it is a fact—that the difference between the first two years of college and the high school is one of degree only and has never been anything else, implies the remedy. The first step would be for the university to reduce its "swollen fortune" in freshmen and sophomores by actively promoting their distribution among federated colleges, normal schools, and the six-year high school that are to be and will be. The second would be to give to these grades in and without the university teachers specially prepared for and experienced in secondary education, and to make the position of such teachers a worthy goal, inclusive of salary, of legitimate ambition and initiative. And even this goal need not be final. If every teacher regardless of starting-point, or sex, or previous condition of servitude could have an educational bishopric in prospect, even the best would not turn insurance and real estate agents or enter into defensive and offensive entangling alliances with men and things against old age. As for the university, a number of its most vexing problems would pass out of existence. These new professors of its freshman and sophomore classes would surely be personae gratissimae as ambassadors to the high schools, or itinerant secretaries of peace; the university's research function would not be threatened as now with atrophy on account of the hypertrophy of its high-school function; it would starve its young instructors in only one way, instead of two, as now, by setting them chiefly to junior, senior and graduate work; work which they have learned to do and by which they could thrive in achievements as scholars and research teachers; it would not then lack men who know how to satisfy the cultural needs of all its students and of the public at large; it would then always have teachers as well as scholars, distributors of the gold of knowledge as well as makers of trails to gold-bearing ledges and more or less subterranean miners.

Closely related to these problems of opportunity are those of variety. They are boiling and bubbling in two pots over the same fire. Tilting the lid of one, you be-

hold such questions as: Shall pupils of the seventh and eighth grades continue to be taught the same subjects in the same way without regard to the budding of individual aptitudes and powers? Does the answer lie in the grouping of optional studies about a reduced common center, and in teaching all of them with the forward look? How far can high schools and universities go in allowing students to choose their own courses without committing the unpardonable, double-headed sin of letting the individual sell his birthright to large portions of his heritage for a mess of pottage, and of disintegrating society by turning out mutually repellent human atoms of specialists? Peeping into the other pot, you see the bulging and worrying need of a school system which shall epitomize not only the past life, but also the present life of a democratic commonwealth and which shall contribute more completely and more directly than ever before to efficiency and progress in agriculture, in the mechanical arts, and in commerce. But of what sort shall vocational schools be, educational institutions or C. O. D. factories? Is it or is it not criminal malpractice to assist in arraying class against class by taking any group of children far away from the rest and training them for an assumed walk in life among a people whose foundation principle does not admit of an artificially predetermined social status? Is a truer solution of this problem of democracy a system of work-centered or vocational departments radiating everywhere from man-centered or cultural departments and remaining connected with them through such teaching of all studies that each results in some form not merely of impression but also of expression, in some type of skill that has a social value, some kind of ability "to do things"?

And another problem of democracy bubbles up at this point. It is the problem of the square deal between majorities and minorities. In consequence of well known historical causes, colleges and universities have stood, and in too large measure still stand, for the rights and needs of a picked minority, in the honest conviction, usually, that in so doing they would best serve the interests of all. This conservatism, or, if you will, oligarchical view, has its counterpart in a no less oligarchical and hence undemocratic view, according to which a high school is the college of the people, the term "people" being used not to denote the whole people, but a local temporary majority—often, in fact, the one man in control of the school board. According to this view, those who have the offensively aristocratic notion of going to a university later on don't belong to the people. They may seek their training in private schools, or else take what's left. What matters it if the best avenues to their future best services to the commonwealth are closed to them? The

same offense, this, against the principle of the square deal, or is it not true that a high school in which, for example, the Roman-minded, as President Jordan calls them, are deprived of the chance to study Latin is less a people's college than one that offers the chance? The higher and broader truth must be sought, it is obvious, not in exclusion, but in inclusion, and in the substitution of patriotic co-operation for archaic educational provincialism wherever found. Fortunately, this vexed question of the relation of the shorter to the longer preparation of American life is only partly one of curriculum. In as far as it is such, a common core of studies within a wide range of options will clear "a way out." More fortunately, still, teaching processes and methods are not necessarily involved at all. Boys and girls who are planning to enter a university do not require a psychology of adolescence of their own, although there may be some pedagogues yet, encumbering the earth, who have not discovered this fact, and hence think that preparation for college demands a type of instruction, dubbed scholastic, and correctly enough—in the mediaeval sense. Scholastic teaching is as fatal to boys and girls headed for college as to their comrades headed in other directions.

Here there comes into the foreground of our view the third group of problems, those of Unity. As an organ of a complex democracy, our school system with all its corresponding complexity, must still needs be one system for one unstratified people. It must minimize, not increase, the inevitable dangers of social cleavage. It must add to, not take away from, the unity of national life. Other things being equal, the surest guarantee of living together in the bonds of peace is the co-education of all sorts and conditions of pupils, and the longer they can be kept together the better for them and the general welfare when their turn comes to constitute the people, the State. It follows that no part of the school system can live unto itself, and any attempt at secession, no matter how well-meant, may easily come to spell treason. On the other hand, the unity of our arrangements for elementary, secondary, and university education cannot be the unity that results when a sturdy cannibal happens upon a meek and mild missionary. In at least one sense there should be neither head nor tail to our school system. Each of these chief divisions has its own self-directed life to live, its own special functions to perform; each must minister, to the fullest extent possible, to the well-being of the whole. Our school system is thus seen to be highly orthodox trinitarian, each part co-ordinate with the other two, each part at one with the others as to indwelling purpose, the purpose of advancing the nation of tomorrow on the way

to a full-grown democracy, by assisting our boys and girls, who will soon be the nation of tomorrow, to attain each to his or her full stature as a socially efficient personality; or more simply, the purpose of preparing for American life in its individual and social aspects, such preparation to include the development of an enlightened patriotism as a principle of daily thought and action, for no American man or woman can be said to be truly educated who does not know and practice the faith by which we live as a nation and through which we must work out our human destiny.

Now, it would probably be too much to say that each of the three members of the one institutional body had reached this view of itself as an organic part of the whole. The period of State's Rights mischief has not been outgrown yet. But can we not safely assert, for California, at least, the existence of a growing conviction that grammar schools, and high schools, and university, are each to realize a portion of the same swarm of purposes, each of which clings to its neighbors, and all to the queen bee purpose of American education? At this point we are not far from coming of age, although the correlation of purposes may well occupy many a teachers' convention yet, and lead to many a collision of heads in the dark.

But a growing consciousness of federal unity and the call to shape the school system in accordance with it are Siamese twins. Whence the question: How can we make a thing as mechanically rigid as our educational pyramid with its four-year blocks on an eight-year base function as an organic unit and thus respond to each type and degree of need and growth, individual and social? To move established boundary lines seems neither possible, nor necessary, nor desirable. What seems desirable and possible and necessary is for the spirit of co-operation to combine the changes and adaptations that are going on at random into one deliberate movement towards better articulation and greater flexibility. If it be true, that where there's a will there's a way, one phase of this movement would consist in so directing the efforts to enrich and vitalize the upper grammar grades as to meet the needs of the whole of our American young people, of those who must enter the school of life directly by way of a vocational school, and of those who will enter it less directly by way of the high school, the earlier grades of which would, of course, undergo corresponding modifications, among them the extirpation, root and branch, of

pseudo-university methods. Another phase of the movement would consist in the slight changes necessary to make the middle of the four-year high school likewise both starting-point and stopping-place, according to capacity, aptitude, and vocational plans or exigencies. A third phase of the same movement would consist in consciously and helpfully planning the training of the thirteenth and fourteenth grades of our school system not so much with reference to what is to follow as with reference to what went before, in order that here as elsewhere within the school system organic unity in variety may be secured in spite of the mechanical limits set by tradition, in order that here as elsewhere the whole people may be served.

An organic American system for American boys and girls; an organic American system for the training and the careers of their teachers,—such would be the task before our make-believe convention, a task like that which confronted the framers of our national constitution, a task to be executed, as was theirs, through the co-operative thinking, feeling, and willing on the part of each representative delegate. But after all, why make believe? Is not this term really a misnomer? Is not each of us teachers implicitly commissioned by the whole State, as it is today, to act in behalf of the whole State, as it will be and should be tomorrow? Does not each of us know the commandment from the Sinai of Democracy: All for each and each for all, and also the prohibition that follows: Thou shalt not bow down before the many-snouted demon of grammar school, high school, normal school, and university jealousies and partisanship? Nor allow him to carry educational bills through the legislature, lest thou destroy rather than fulfill? Must not each of us realize ever more clearly that an organic American system for teachers and taught can come about only through our common thinking, feeling, willing, that is, through our enlightened public opinion and public spirit as expert citizens, through our becoming an organic unit?

By this route, too, and as fast as the view of the whole expands and public spirit takes possession of the heads and hearts and conduct of all of us, will come the profession of teaching and the professional spirit, born of our art and clear-eyed patriotism, will come a steadily growing host of citizen teachers who knowingly practice their art as co-workers, one with another, and all with God in His way with our beloved California and country.

THE LITERARY DISCIPLINE

Dr. Richard G. Boone

BOSTON, MASS.

There are two uses in all school studies: (1) Alertness and receptiveness; (2) a key to the race's culture.

As available instruments in reaching these ends, there is, for the former, chiefly nature, the objective world of thing and man and man's doings. This includes the study of things, and the reflection on things; the study of man and man's achievements; the perceptual world, geography, current happenings, economic and conventional affairs, etc.; all here and now studies. For the latter, chiefly reading, human conventions, the arts of ideals. It includes reading and all symbols as a key to the accumulation of culture; in most classes, especially in the higher departments, literature and languages. As secondary instruments, reading and the fine arts may contribute to the former; and touch with nature and the active life may lead to the latter.

The essential uses of literature as a discipline may be grouped as follows: As giving and requiring the power of interpretation, and as involving an acquisition of type images. By the power of interpretation is meant the ability to take and realize meaning from the printed page; not to nod the words along and comprehend the syntax; but to grasp and visualize the meaning of the whole. To this end there is needed something of the dramatic sense; the power to marshal ideas and characters into a consistent whole of picture and action; to organize the situations into an integral image. It means enjoyment of what is read, assimilation, incorporating its unitary significance into the body of one's experience. To do this effectively one must have mastered the mechanics of reading so that one is no longer conscious of the symbols as forms

of expression, but takes the thought directly and as the immediate object of the mind's perception.

Literature is one of the fine arts, and shares its essential characteristics with the other fine arts, painting, sculpture, architecture and music, and perhaps conduct and oratory. All fine arts have to do with ideals; and, in whatever form, are the race's attempts to express those ideals in permanent and attractive form—in carving, or painting, or building, or tone, or speech, or other language. By the appropriation of type images is meant that apprehension and use of them as permanent facts in one's experience. They give richness to mental life, and furnish the raw material for both enjoyment and self-sufficiency. Through them one becomes a partner in the race's achievements, a factor in the evolution of culture, converging in one's self the sifted accumulations of the race, and a distributor to those who shall follow. It is a function of the school to put the child into possession of these type images and ideals. Obviously no other agency can do this. The school can, and should seek to compass the purpose, and, as nearly as may be, should accomplish it for every child. Each child in each school, as often as can be made profitable, should have a chance to see or hear or otherwise enjoy something in one or another of the fine arts, that is superior, supremely good, that he may have a standard by which to discriminate the excellent from the mediocre. More easily perhaps in literature can this be done than in any of the other fine arts. As a school study, therefore, literature is a fine art instrument of unquestioned value and efficiency.

MANUAL TRAINING

Dr. F. B. Dresslar

UNIVERSITY OF CALIFORNIA

I am going to use this term "manual training" in the broadest possible way, because I am persuaded that the most serious hinderance to practical education in this direction has come through the illiberal attempt to make it synonymous with handwork in wood, iron or some sort of workable materials. Imitating sloyd models, whether in wood or cardboard, is all right as far as it goes, but it

does not go very far. Making furniture and working with iron are very helpful processes, but they must not be considered other than useful forms of many kinds of manual training. And so with all the rest of the valuable lines of work suggested and carried out in some of our best and most helpful schools. And without further introduction may I plunge into the subject as I conceive it, and as it has been made plain

to us through the results of physiological investigations and the growth of our knowledge of child-nature.

In the first place it is fundamental to see that growth in consciousness is a direct result of the growth in the widening and organizing relations of sensory stimulation to motor response; likewise that a diminution of consciousness accompanies the growth of habitual responses made to a given set of sensory stimulations. For the most part we are not conscious of the movements of our limbs while walking, because the whole process has become so habitual and the flow of sensory stimulus over into motor excitation is not retarded or prevented by having to overcome the native hindrances which once existed between the sensory and motor parts involved. But we have a right to say that the body during the process of learning to walk is tremendously conscious of almost every movement involved in the process. Without further illustration, let us extend this notion to the learning or elaboration of any muscular adjustments. Consciousness is keen and vivid and radiant only at those times when the stimulations toward behavior, whether ideational or external, meet with resistance in passing over into their proper response. With the child in its earlier years the sensory or external stimulations play a much larger role than they do as life and organization harmoniously progress. That is to say, the conscious life of a child is far more dependent upon its immediate external environment and the demands of this environment, than upon the ideational products of reactions already organized. Now I submit that this is the fundamental doctrine about which all our programs of manual training should be organized. We must begin with the organization of those important muscular processes which are most readily called forth by objective stimulations, and gradually, and in accordance with the growth of internal relations, proceed to work from and under the guidance of ideal stimulations. Of course these two processes are more or less united in all we do, but we must see to it that the natural and present value of each is properly estimated. But we should remember not to minimize the first. This precaution is especially necessary because the teacher has reached that degree of organization in which the ideal has become predominant.

But how, you ask, can this principle guide us in the active work of manual training?

1. It operates to vastly broaden the outlook and to expand the boundaries of our usual notions of a course in manual training. And what I am saying has reference chiefly to the grades, though it operates also in the higher reaches of school work.

2. It will make clear why it is better and

more helpful in the early school years of children to cultivate responses to those demands upon us that look toward natural and real work than to waste time and introduce difficulties by passing over into the field of the imaginary. It says in plain terms that learning to mow a lawn or plant a tree, to play tennis or drive a horse, to build a fence or cook a meal, is a more natural demand for organized behavior than learning to manufacture cornucopias out of cardboard or to make a never-to-be-used corner bracket out of wood. In the former the action demanded is an adjustment to external and variable stimulations, keeping consciousness keyed up, and hence giving evidence every moment that the thought circuit is complete.

Mind has no significance save as a guide to behavior. If there were nothing to do, learning and teaching would be useless. Hence it follows that all learning in its final analysis can justify itself only when it clearly establishes its right to exist as a necessary help to worthy behavior. Ability to re-act wisely and well is always based on adjustments between power to understand and power to perform. The world of today with its myriad transformations sets the standards; we cannot escape it if we would. Man must be more widely and clearly adjusted to the work he is now called to perform. And there is no royal road to this sort of adjustment. Mind and body can grow and develop into harmonious and useful relationship only through action and reaction. The only way to organize motor and sensory is by doing things under the guidance of conscious intention, and correcting our understanding through the consequent enrichment of experience.

The normal education of every child has taken this path from the beginning. Day by day, year by year, and century by century, children have been showing forth the needs of their lives by doing their best to exhibit the fundamental and necessary unity between thinking and doing. Despite this, school work is still unnatural and largely artificial. And some of our manual training work is the most artificial of all. Physical organization for worthy purpose is emotional training for worthy behavior; ability to do things well and beautifully is a fundamental condition for the satisfying feelings of capability and artistic power. He who does not know how to do, and cannot image through the experience of having done many things, cannot enter into the spirit of humanity and appreciate how the people think and feel toward the duties it falls to their lots to perform.

Manual training is emotional training. By this statement I do not wish to narrow the discussion to that phase of the work where especial emphasis is placed on the making of some beautiful form or combination of

forms. This is important, but I wish here to call attention to a deeper and a more serious problem. I believe it is pretty thoroughly settled that emotion is the resulting state of consciousness growing out of present muscular activities or tensions, or the memory of the feeling resulting from like activities and tensions referred to the past. That is to say, our feelings are largely the outcome of possible muscular behavior which has been racially or individually established. Whenever, therefore, we enlarge through manual training the sum of muscular adjustments possible to children or adults, we thereby directly affect their emotional lives. When these activities are directed along useful and liberal lines, the emotions are thereby broadened and deepened to greater responses in corresponding directions. If this be true, and the burden of evidence favors it, do you not see then that inability to adjust one's muscular nature to the objective and subjective demands of life in a many-sided way, would of necessity operate to limit the emotional life to its minimum, and this minimum would consist almost entirely of the emotions arising from instinctive and reflex behavior?

This minimum would not only lack the refinement of modern enlarged power and capability, but it would smack too largely and exclusively of those primitive protective adjustments begotten under the demands of an inferior social order. Richness of emotional life can never come to a specialist whose broader preparation does not include many-sided physical capability and manual experience. I am persuaded that there would come a decided increase of interest in all our formal teaching and book work if we would see to it that children come to these tasks through a broad and liberalizing touch with the world's work and play. Richness of physical powers and capabilities is an essential condition for richness of feeling and its educational accompaniments. "The very great capacity for learning by experience rendered possible by the vast mass of nervous elements not congenitally organized, distinguishes the mind of man and raises it immeasurably above that of the highest animals." (See McDougall, *Physiological Psychology*, p. 23.)

Manual training is mental training. This has been iterated and reiterated during the last fifteen years until the school men of the country know it thoroughly. But the average parent doesn't look at it so. The best way still to appeal to them seems to be from the economic possibilities of the subject. We therefore need to clear up the subject with the people and show them that the largest value is not to accrue from that sort of emphasis, though there are decided values here.

I am thoroughly persuaded that we are more in need of an organized

movement in favor of larger opportunities for play in connection with our schools, than we are for sloyd or carpentry. We need more vital touch with productive agriculture and horticulture than we do with joinery. These statements are made, held to be true, because these activities are far more natural and a thousand times more necessary for all, than are those with which they are contrasted. It seems to be a very difficult thing to get laymen to realize that nature would often lead us in a better path if we would only follow her guidance. I hope I shall not be misunderstood. I am not opposing sloyd or carpentry as such, but striving to present relative values made very plain to us by the results of child study and physiological investigations. Normal growth of brain and muscle sets the standard, rather than the possible product of child-labor.

I. A large and well-equipped playground with many tennis courts, handball courts, baseball diamonds, running tracks, and opportunities for all sorts of well-established field games is a necessary and a vital equipment for the natural and normal education of our children. For every thousand children ten acres of playground is not too much. No trainer of horses would be satisfied with even this relative amount of space.

You say this is impossible in cities. Then transport all the children above the third grade into the country and back each day, free of charge, and see that it is made possible. One hour each day, whenever weather permits, should be spent at play, and all children to take part as in their lesson work. Of course I know the objection will be made immediately that this is a visionary and impossible scheme. I reply, that child nature and its nurture demand nothing less, and all objections must be set over against our values of children. No normal child has ever existed who did not crave opportunity for free play, and no child to whom it is denied will ever grow into the fullness of his normal possibility. If Groos is right when he says, "childhood is for play," then this emphasis is not only just but vitally necessary.

The other day some high school lads were warned to keep away from cigar stores and billiard halls during intermissions, for it was urged that they would certainly acquire bad habits in such places. The leader retorted by saying, "Where shall we go? You give us no playground, we are not allowed any freedom in the schoolhouse, and we are in serious need of some unhampered fellowship with each other. Tell us of a better place." The school authorities felt for the first time, I think, something of the significance of this almost inhuman treatment of vigorous boyhood in our cities. If they had dared to answer honestly, they would have

been obliged to say, "It is the people's fault, not yours."

I therefore insist that if you call this plan visionary and impossible that you do so because you undervalue our children. Play is not simply for fun and health; it is demanded by nature as the most natural and helpful process looking toward physical and spiritual enlargement and unification. Child study has brought emphasis to these demands in a most decided and unmistakable way.

We need to fully appreciate the truth of what Maudsley has said in many ways: "Our brains would go on longer if they were properly fed with energy from below, but the organic functions decay and fail; it is their failure which causes desire to wane and the grasshopper to become a burden; they are the source of life's energy and relish, and in their integrity and vigor lies the secret of a fresh and vigorous old age."

II. Each child should learn how to plant and care for plants. Not that he may become a gardener or a farmer, though it would be a great blessing to many cities of this land if many city boys could be vitally and permanently interested in farm life, but chiefly that he may learn to do things worth doing, thereby enlarging his effective life and accordingly his general appreciative ability. This sort of manual training has back of it the instinctive bias of child life toward the world of nature and immediately quickens this instinct into a lively interest. This sort of work need not absorb much of his time, but it is essential for him to learn to enter into co-operation with nature and to understand that she is no re-spector of persons. Growing a potato or a rose is not like making a box. There are elements of active co-operation present in the former activity not in the latter. No person is safe who has not in some way proven his capacity to do many things worth doing. City children need this far more than country children. But how can we get it? May I suggest what I have not time to elaborate? Every large city school system ought to have, and can have, a school farm, where city boys, at least some of them, and especially of the grammar grades, may go

for a brief period to see, do and learn about just such things as I am talking about.

The boys on Thompson's Island and the McDonogh Farm are getting the sort of training in this regard that all our boys need. Learning to milk a cow or drive a horse properly is more educational in its outcome for most boys than learning how to extract the cube root or to con geographical definitions. In this field of farm life and labor even a smattering of skill and experience would vitalize much formal school-work and open up a new life to many city boys. This then I submit is a vital element in a future course of study in manual training. It can be done and would do much to broaden and unify the physical life and the sympathies of such children.

III. Courses in shop work, in both wood and iron, have been worked out elaborately in many schools. It is not my purpose to speak of these in any detail, but simply to say that unless they stimulate the children into a desire for self-expression, and furnish opportunity for the same, they will not fully meet their needs. Furthermore, they must be so constructed and so ordered that the child will feel that he is attempting to do something worth the while; that he has undertaken to make something worth having when it is done, at least that it will satisfy some normal need of the child or his fellows. As far as possible imitation should be avoided, for as we have said elsewhere, habitual imitation fails to broaden, quicken and enlarge consciousness, for this conscious life is never so vivid and never so enriched as when the individual is trying to express his thoughts in some active process. We ought never to lose sight of the fact that action without much thinking and planning goes a very little further than the muscles.

The manual training work in our high schools must be made as dignified and as exacting as any work done in the school. To this end the teachers of this subject must not be merely those who are capable with their hands; they must be trained teachers, teachers of boys and girls—not teachers of subjects. If it be otherwise, manual training will not take its place alongside of the other subjects of the high school curriculum.

MORE ABOUT PROMOTIONS

J. D. Sweeney

RED BLUFF, CAL.

At the Chico meeting, a year ago, in the remarks made as chairman of the elementary school section, I expressed my opinion regarding some of the present-day tendencies in the matter of classification and pro-

motion. Today, I wish to state that those are still my sentiments in the matter, and if anything, emphasize more than then the fact that there is a growing tendency on the part of many to have but little confi-

dence in the classifications of many teachers. This is not as it should be, for the teaching force should be as well able to diagnose the intellectual needs of the child as is the physician his physical. But we must be as professional as is the latter in regarding the classification of our predecessor. For herein is a danger. If A does not promote, she is dropped from the school and B promotes regardless of the records left by A. So, I hold it that teachers err when they pay no attention to the classification of a fellow teacher and when they permit the whims and caprices of unreasonable parents to influence them in doing that which they feel is not just. I feel that as a body we have lost in the estimation of the public through just such "invertebral" methods.

For the past few months I have been in a position where people have freely expressed themselves as they would not have done had I been in the school room, and I have found out many things along this line that lead me to see that as a profession we have not gained the confidence that should be ours.

The present day school is considered from at least three view points: First, that it is an institution for the benefit of parents, the teachers being looked upon as so many cooks, butlers or household servants; second, as an organization for the perpetuity of the State politic; third, as an institution whereby this present age aims to do in part the duty it owes to the oncoming generations.

There is nothing to commend in the first, for the parent who so regards the school is simply seeking to shirk his bounden duty and desires to shift the entire responsibility of the social, religious, moral, physical and intellectual life of the child upon the teacher. Such are the hardest that we have to deal with. The mother holding this view is the one who gladly hails the day Johnnie may go to school because she is no longer able to manage him, or because she wishes to be undisturbed in her social life.

The man with view-point second is he who says: "We are not getting enough for our money." "Teachers work too short hours." "The salaries of teachers are too large." "The school system does not make business men." To such the school is a field for graft if the opportunity offers, and he it is who always has a niece, or a sister-in-law for a position, or else is looking for a snap contract. He it is who holds that the business of the school is to turn out citizens as nearly alike as are the matches from the machine.

I take it, however, that those present consider the third as the real aim of the school. That what we should expect as a result of our teaching is the betterment of the lives of the children. Not so much how far they

may complete the course, but that they are nobler and happier for our having instructed them. That individuality must not be sacrificed in any "lock-step" system whatever.

Let me assert here that which you all know, that the school is but a very small factor in the real education of any child, and that any parent who ignores this fact will live to see it. The responsibility of the home can never be shifted to the school.

For just think what a child has learned before he enters school. Happy, indeed, is that child whose first five years have been along right paths. Unfortunate is that one who is allowed to "grow up" without restraint until he goes to school.

Even after a child begins school the time outside the class room is six times that put inside (this allowing for sleep). What an effort the teacher must make if compelled to furnish the entire education of a boy who has no home influence for good, for while the work of the teacher may be more effective and intensive than that at home or upon the street for the same length of time, it must be exerted upon fifty or more as against a few outside. So it is that with the best facilities, it is safe to say that over one-half of the education of any child after the age of five is obtained outside the walls of the school.

What that major portion is to be is a question that the home **must** determine. If the home is right the child progresses along the proper lines and work in school is easy and promotion rapid. If unwise home influences obtain, or the street directs the time out of school, the legitimate school work is retarded. This is true especially along the line of ethics. While there are many opportunities for the teacher to impart moral instruction, her time is still so limited that her influence is small compared with that of the home. So the home cannot, dare not, delegate this work to the teacher.

Accepting, then, the view that it is the business of the school to prepare the child for the life he is to live, it follows that we must determine as far as possible what is the best course to pursue to reach such an end.

Much fault, deserved or not, has been found with the lack of thoroughness on the part of our elementary school pupils and with high school students as well. It is claimed that they do not know anything well, but are given a smattering of many subjects. No doubt much of this adverse criticism is deserved, though I doubt that the superficiality is as great as is supposed. Nevertheless the work and the times are more and more demanding greater efficiency and the man who has exact knowledge is the man who is in demand.

The man who lacks accuracy is apt to be a mere mimic. The future men of

action are the boys of today, who are learning accurate methods and acquiring accurate and exact knowledge. The man whose learning is unclassified and smattering is the man for whom the world will have but little use. There is a grave danger of our schools overlooking this and emphasizing quantity rather than quality.

Personally, I do not consider it the province of the grammar school nor of the high school to turn out specialists, but they both should impart the power of initiative and independence.

Three things are essential in securing good schools—organization, machinery, work. The first two, though of great importance, will fail if there be no effort on the part of the child. Organization and equipment are but allies to work. At times it would seem that this is lost sight of and that well organized machinery is all-important.

The purpose of grading pupils is to provide the most favorable conditions for work. It is not that the teacher may have an easier time, nor to mark the length of time that pupils have been in school. It follows that only those should be in any given grade who are able, capable and ready to do the work of that grade. Anyone mentally or physically unable to do the required work will prove a hindrance to the class, retard the work, injure the efficiency of the teacher, and should not be permitted to so interfere.

It is now quite generally conceded that the period of grading shall be by years, but the problems for securing the best conditions in the several grades have not yet been worked out, and to tell the truth, they are very difficult to solve, owing to the many factors that enter in.

How best to arrange children of different ages, various degrees of ability, diverse home surroundings, is far from an easy task. To this add the fact that there is great range of ability and spirit of justice in the teaching force of even a comparatively small school. Then with the amount of work to be done, the distribution of pupils among the teachers, the standard to be reached and kept and the mode and time of promotion, we have a multiplicity of factors that must be reckoned with in any system of classification.

Added to all are the many reasonable and unreasonable demands that are made, especially from unthinking parents who, with little or no regard for the welfare of their children, demand that they be passed from grade to grade as rapidly as any other child.

Many systems of promotion have been tried, but we have yet to see any that will give entire satisfaction, though all have more or less merit. In an average class entering any grade under normal conditions, there are probably five to ten per cent who

are so far above the rest in preparation and ability that the work of the grade can be done in much less time than allotted. There are probably as many who find that they have reached the limit of their ability or whose preparation has been such that they cannot even in a sense complete the work and should remain for a longer period. This leaves four-fifths of the class who are able and should be required to complete the grade with credit, though not with high honors. I have little faith in the class where over ninety-five per cent is honorably promoted on an unusually high average; in fact, I should be suspicious when twenty-five per cent of a large class is promoted with a standing over ninety per cent.

In large city schools, having many teachers in the same grades, the nearest solution is that of frequent re-classification, whereby the brightest tenth are passed along as rapidly as possible, while the slower ones are held longer, recruiting each class from the next lower, having no set time for promotion, but retaining each pupil where the maximum amount of work may be done. I admit that there are valid reasons why bright children should be kept in classes with slower, but I doubt whether they outweigh the retention in grades of only those who can readily do the required work.

But in the average school of the Sacramento Valley such a system is out of the question. I have long been of the opinion, however, that in schools having ten or more teachers, or even fewer, the Cambridge plan might work well. In brief, the operation is as follows: Take out regular fourth, fifth, sixth, seventh, eighth and ninth grades and have in addition grades A, B, C and D. Suppose a number of children enter the fifth grade; as the term advances the best quarter of the class are permitted to draw away from the others and are known as grade A. By the close of the term they will have completed all of the fifth and half of the sixth grade, but under the fifth-grade teacher. At the opening of the next term these pupils, known as grade B, enter the class of the sixth-grade teacher, being half a grade behind. But being strong pupils they, or at least a large number of them, are able to complete the term work with the regular grade. The following year all are again together at the opening of the seventh grade work, but, as before, a bright tenth soon forms grade C, and, as D, are able to complete the ninth grade the following year. Naturally there are those who drop from this literal grade into the regular grades and others awakening from time to time are able to leave the regular grades and fall into this class, so that probably twenty-five per cent are able to complete the five years in three, and another twenty-five per cent in four years.

This system necessarily needs careful working out, and has its defects, but in many schools it has worked out quite satisfactorily. The yearly plan is simpler and has many advantages, but the bright pupils are apt to fall into lax methods unless all of the teachers are careful and conscientious. They lose the power of application, and thus instead of being excellent scholars often fail at the end, if they do not leave before the grammar grade work is done. Even if they succeed in entering the high school they are at sea and soon drop out.

Any classification system will fail if the teachers are not honest and conscientious. For I am sorry to say that there are teachers who, however they may consider their attitude, are nevertheless neither of these, and what is worse, the children know it. As stated before, that teacher who honorably promotes over ninety per cent of her class is dealing unjustly, for no class of ordinary children can reach such a standard. That teacher who month after month marks the majority of her pupils in nearly every subject 100 per cent is open to suspicion. That teacher whose ninety per cent is really but seventy will cause any plan to fail. That teacher who ignores entirely the classification of her predecessor unless there is valid reason brings reproach upon the profession. Any teacher who knowingly promotes pupils she feels are unable to do advanced work merely to satisfy the whim or caprice of an unreasonable parent is weakening the cause of education.

Any system will not be a success unless it is given a fair trial. So long as we have the present insecure tenure we shall have poor and weak classification. For even a poor plan, if faithfully followed for years, will prove more successful than many better if changed from year to year. That there is dissatisfaction on the part of the parents is not wholly the fault of teachers. The entire school system is at fault. And if there is a tendency today to overcrowd the children it is due largely to the attitude that parents have taken in the recent past.

The emphatic point in our schools today is the time spent in a grade. This is made the all-important factor in many instances, and pupils are promoted at stated periods regardless of their scholarship. Naturally, and childlike, boys and girls under such methods fall into the habit of not working at all, for they are sure of promotion, and that is the all-important thing.

I have ever held that the prime factor in graduation is the power to do work, and that any student who is not able to do advanced work should not be promoted until such work can be done. That as teachers we owe it to the cause as well as to the youth that we stand firm for this standard, and that unless we do so, the results will not

be satisfactory. I consider that it is a greater injustice to a child to pass him rapidly from grade to grade until he is at sea than it is to retain him in a grade, even though he might have reached the required per cent. No less an authority than Dr. Seeley says: "I am convinced that there are comparatively few pupils who are injured by being retarded in their school work because they fail of rapid promotion." And I myself am of the opinion that more boys leave school because they have been permitted to drift from grade to grade until all is Greek to them than there are those who leave because of not being promoted.

In the matter of classification, machinery must not be allowed to predominate. For any system which requires an elaborate system of records, reports and examinations, thus reducing the teacher to an adding machine and the pupils to per cent hunters, is bad. Never should the higher end of education be lost sight of, the pupil be deprived of the freedom to secure the best results possible or the teacher be sacrificed for a keeper. I have known teachers to permit, if not sanction, things on the part of their pupils in order that a high per cent might be obtained that should make any true teacher blush.

This is an age of hurry. The mad rush has entered the school, and as those serving the future we must not drift with the tide, though it may be easier, but rather it is our duty to try to stem the rush until we feel that we cannot resist it, then let us get out of the work. The demand for money-making has reached the schools, and we hear the call to rush the children out that they may get to work. But, after all, haste makes waste, and it is no saving of time to whirl along, for in staid old Germany much more intensive study is done in six years in the elementary schools than we do in eight or nine, and better results are obtained.

It is a vital mistake to make promotion an end in itself, this being too often done. The mind of the child is directed to this end so strenuously that he deems it a lasting disgrace to fail, and loses sight of the real end, that of doing work. While mere promotion, *per se*, has no educational value whatever, many teachers and too many parents look upon it as an evidence of real ability and of actual progress, when as a matter of fact many worthy children fail of promotion under certain systems, and unworthy fellows win high honors through questionable methods.

Promotions are unjust if they are not honestly won. It is not possible to deceive most boys and girls, and if a teacher promotes unworthy pupils she is apt to be lowered in the estimation of her class. All tests should be fair, and no written test should be the entire basis of any promotion. Neither should any evidence of cheating be

countenanced by a teacher. The best promotions should be those made upon the teachers' judgment, though I am sorry to say that I have known many teachers whose verdict I should take "cum grano salis," for some teachers, like some parents, fondly imagine that their boys and girls are far brighter than they really are.

It is a mistake to think that all teachers teach alike. Two common methods are in vogue. In the first, the book and the teacher do all the pupil's work. In the other, the student is made independent of both as far as is possible. The first teacher demands that her pupils memorize the history page (O! shades of boyhood days!), regardless of what is understood, and this in the twentieth century. The second teacher cares little what words are used, provided the truth of the lesson is learned. Under the first teacher, mere automatons are produced. By the second, the slow and the fast are able to work up to the limit of their capacities.

In closing this wandering paper, let me recapitulate. No system will suit all conditions. The year period gives generally bet-

ter satisfaction. President Eliot says: "It is doubtful whether semi-annual promotions really promote, and whether they do not disturb to an inexpedient degree the orderly progress of school work." The test for promotion should be the power to do work. No pupil should be promoted who cannot do the work of the higher grade. High averages lead children to have over-confidence in themselves, especially if an entire class receives many ninety-nine and fifteen-sixteenths per cent.

That until we as teachers gain the confidence of the public, as has the physician or the lawyer, we cannot eradicate all of the present evil. That much of the attitude of the public towards us is due to our ready yielding to the demands of the public and our not standing firm for what we know is right. May that day speedily come when the teachers may come into their own, for with all their defects and failings, I am persuaded that there is no more unselfish a body of people, no more useful a profession, no higher calling than that of the teacher. I count it a pleasure to again, in spirit, be with the teachers.

TECHNICAL EDUCATION IN THE PUBLIC SCHOOL

Dr. Maxwell Adams

UNIVERSITY OF NEVADA

Many of the great manufacturing concerns of the present day are said to earn their dividends by means of their by-products. Not that their chief work is neglected, but the keenness of competition has forced the managers to take note of every source of revenue. I wish to call to your attention today, a phase of school work which might aptly be called an educational by-product.

I would not be understood, in what I have to say here, to minimize the fundamental and well established content of our public school curriculum, but rather call your attention to a line of work which is proving in many places, a source of mental revenue and educational dividends.

Changes in industrial and economic conditions have in certain instances changed what was once a by-product into the chief output of a factory. Technical education, which until recently has been one of the rather insignificant features of our public school system, promises to develop into one of our chief educational resources. The National Educational Association recognized the growth of this work, when at the Los Angeles meeting of this year, a place was given it among the departments. Many schools in the West have already, or are now introducing, some of the various branches of technical work into their courses of study.

Society is demanding that the public schools do more towards eliminating the great class of unskilled workmen, which is a disadvantage to the community and a growing danger to democracy. Criminologists seem to agree that our vast army of criminals and parasitic individuals are not an uneducated class, according to the standards of the public schools, but an unskilled class. This lack of skill is largely due to the mistaken training which the State furnishes. It is a sort of a lily-of-the-field education, too far removed from life and livelihood. When we consider this criticism the question immediately arises, What can be taught in the intermediate grades, the highest through which the average child passes, that will fit the thousands to become skilled, self-supporting, independent workmen? What have such things as card-board work, paper folding, clay modeling, elementary mechanical drawing, bent iron work, pyrography, or even sewing, cooking, forge shop or bench work to do with producing independent skill? One might ask with equal fairness how proficient does the same amount of training in reading, writing and arithmetic leave the pupil? The value of this training, either mental or motor, lies not so much in the proficiency acquired, as in the potential possibilities which are opened up before the child. The school should

point the way to the possible fields which are open for skilled labor.

In view of the fundamental changes in conditions throughout the commercial world, affecting education by bringing forward aspects of mental training and practical application, that have no precedents in our earlier experiences, it is certainly essential that this influence on modern progress receive the attention of the teacher. The time was when the boy could learn a trade through the apprentice system. His academic training came through the school, his manual training in the shop of some skilled artisan. Today the boy no longer begins the study of medicine by driving the doctor's horse, nor does the embryo lawyer develop through sweeping out the District Attorney's office. We have made provision for the education of the physician and the attorney, but we should make a like provision for the education of the carpenter and mechanic.

A generation ago when work was much less specialized, the child became acquainted with many technical processes in the home, spinning, weaving, soap-making and the like; the farmer made many of his own implements, shod his horses and repaired his wagons. Now these experiences are withheld from the ordinary child. In some localities the former functions of the home and school are largely reversed, the work in weaving, sewing, cooking and manual training is given in the school, while much of the reading is taught at home. Under modern conditions the school is better able than the home to furnish facilities for motor activities, and the demand upon the school will doubtless increase.

Dr. Hall in his recent book, "Youth, Its Education, Regimen and Hygiene," advocates the work of some of the modern Nature Study schools, where the first two years consist exclusively of work in Elementary Agriculture, Manual training and Nature Study. The regular school work, according to the author, should not commence until the child is eight years old. Dr. Hall frankly declares that our schools are very inadequately equipped for technical work, and the time devoted to it entirely too limited. The industrial training of the negroes, Indians and juvenile delinquents in this country is far better provided for than that of the normal child. There is, however, a growing tendency to provide better facilities for this work in the public schools. Prof. James says: "The most colossal improvement which recent years have seen in secondary education lies in the introduction of manual training into the public schools; not because they will give us people more handy and practical for domestic life, and better skilled in trades, but because they will give us citizens of an entirely different intellectual fibre." We often fail to appreciate the mental value of a physical act. We really

retain only the knowledge we apply. The youth who tills the soil, builds, manufactures, uses tools and masters elementary processes lays a better foundation for an intellectual career than he who delves in musty books and long-forgotten philosophies.

Man has been defined as the "animal with thumbs." For long ages he has been a builder, and there has grown up within him a certain constructive instinct. The workshop acts as a lodestone which draws irresistibly every well developed boy. He wishes to be where wheels are going round and craftsmen are busy with their work. The love for making things is prominent in the boy's earliest play. A water wheel, with some crude pulleys, that turned with strings for belts, a small ditch which carried water from the nearby creek, are among my earliest memories of play activities. A few simple tools that were all my own supplied many hours with active effort.

As a member of the committee on registration at the University of Nevada, I have had occasion recently to note the attraction manual training has for boys of high school age. In making up the programs for the senior preparatory school class it often happens that a boy has time to take up one study in the University. Wood or forge shop work is almost invariably chosen. Not as I believe because the work is easy—it really requires more time than the average freshman study—but because the boy feels the call to work with his hands where wheels are turning and forges roaring.

Every one who has taught a class has found pupils who have no ability or inclination for formal text-book drill, but who have skill and interest in mechanical work. The State owes children of this class an opportunity to make good. To illustrate this point, I now have a student in my classes that cannot master theoretical chemistry, yet he can do a creditable analysis where he follows mechanical directions. When I wish apparatus set up, or repairs about the laboratory made, I always find him a capable and willing helper. In the shop he is most skillful. It is not probable that he will ever attain the University diploma, but he will go out from the institution ready to take his place among skilled mechanics.

The aim of the public school should be to raise every child from the ranks of the unskilled. With the thousands of inefficients that are coming every year from continental Europe the future of our Nation demands that the schools bring every American-trained boy into the class of skilled workmen. Our public schools are offering far too little for the boy who is anxious to do something with his hands. Outside the penitentiary and reformatory there are few opportunities for the boy to enter a trade, or learn its rudiments in any institution supported by the public. The teachers in reform

schools find in the shops the best methods of interesting the boys and giving them a right attitude toward work. But why should we wait until a boy has been sent to a reformatory before we turn to shop work to effect a cure? The boy of 14 finds the school is not furnishing him the training he needs. His work loses interest. He leaves school, sometimes to loaf upon the streets or to work in the shops. He has had no opportunity to learn even the rudiments of a trade. His training is not sufficient to give him entrance to a technical school, and it is only by exceptional effort that he attains to the rank of a skilled workman. There is many a boy who thus drops out of the early grades to later join the great army of unskilled laborers, who would be held for better training in all lines of work, were some mechanical tools available with which he could express himself and give form to ideas which he lacks power to express in the customary language of the school room.

That there is a demand for work which the public schools do not supply is emphasized by the fact that a Correspondence Trades School has enrolled more than 200,000 students during its comparatively short existence.

Technical training, however, is not alone of interest to the State because it will diminish the number of inefficients, but it is rapidly becoming an economic National necessity. When this point is thoroughly appreciated the State and community will come to the financial support of the schools and furnish means to equip work shops.

At no other time in the history of the world has the contest for National industrial supremacy been so keen. Each Nation is struggling to widen its commercial influence and increase its share of the commerce of the world. The Germans have been the first to recognize the importance of this struggle, and have prepared for it by establishing technical schools and providing for manual training in the public schools. Several years ago Prince Bismarck said: "The war of the future is the economic war, the struggle for existence on a large scale. May my successors always bear this in mind and take care that when the struggle comes we are prepared for it." For more than thirty years the Germans have been preparing and we can see the steps they have taken to improve the technical side of education. Their universities offer the very finest training in the pure sciences. In the capital of each German State is situated a technical high school. These are of the very highest grade, admitting only students who have completed a Gymnasium or Realschule course of study. Below these schools come a great number of trades schools. Besides these there are many continuation and manual training schools. So numerous are these specialized schools that from the time the

child begins his manual training as an adjunct to his elementary work, until he has graduated from the highest school, he can always find a place convenient, where he can learn the latest and best principles, devices and methods of any trade or profession he may desire to follow. When we consider these things, is it surprising that the apparatus in any first-class shop or laboratory bears the stamp: "Made in Germany"?

Some years ago the English Parliament, believing that "Made in England" was still a mark of superiority, passed the Merchandise Marks Act, which required that articles of foreign manufacture be marked with the name of the country in which they were made. This foreign stamp was intended as a sign of inferiority. To the surprise of all England, the stamp, "Made in Germany," was found on the highest grades of merchandise which up to that time they had supposed to be of home manufacture. The English speedily repealed their law. A similar law has been passed by the United States Congress for the purpose of protecting home industries, but in many instances it merely advertises the superiority of German work.

To illustrate further the economic value of technical skill, backed up by thorough scientific training, let me give one or two concrete examples. In 1840 Germany raised 154,000 tons of beets, yielding 8000 tons of sugar, or about 5½ per cent. of the raw product was recovered. Fifty years later 12,000,000 tons of beets were produced, yielding 1,500,000 tons or sugar, or 13 per cent. of the raw product. This gain in yield from 5½ to 13 per cent. was due to the scientific training and technical skill of the men who superintended the factories. Germany has not only grown independent of the tropics for her sugar supply, but in a single year she has sold to Great Britain fifty million dollars' worth of this commodity. In 1866 about forty workmen in Germany were employed in the manufacture of artificial indigo; because of the improved methods devised for its manufacture, the industry now employs over 6000 workmen and 150 trained chemists. Twenty-five years ago England and France furnished the scientific instruments of precision for the world. Now Germany supplies the trade, and she exports annually two million dollars' worth, and employs 15,000 people in their production. Such sources of National income cannot be ignored even by a Nation with such unlimited wealth as we possess.

Switzerland, with few natural resources, has so carefully developed the technical education of her people that today she is recognized throughout the world as a thrifty, prosperous Nation. Forced by most cruel limitations to rigid economy, both of material and labor, she has solved the problem of commercial success in such a way that we may well profit by a study of her methods.

Her solution has been the careful, systematic education of each citizen—be his station in life high or low—so that his efforts will be efficient enough to meet competition in similar lines of work the world over.

To summarize briefly, the reasons why technical work should have a place in our public schools, are: First, because it furnishes a disciplinary training of a valuable kind; second, it supplies an instinctive want in human nature and is consequently a source of school interest; third, it will point the way and stimulate a desire in the child to later qualify for a skilled profession, thereby diminishing the inefficient and unskilled in the community; fourth, it will strengthen us in our National struggle for commercial supremacy.

If I have succeeded in interesting you in the value of technical work, you are doubtless asking yourselves how this work, if already established, can be strengthened? How it can be introduced? What features are adapted to country school work? Should the course outlined be the same in both city and country schools? Answers to some of these questions can probably be suggested.

One needs an equipment for this work, but do not wait for ideal conditions; something can be done at once. It is rather surprising how many people are still anxious for their children to become proficient in that good old-fashioned art of sewing, and really how interested children will become in this work. A woman of my acquaintance teaches a class in sewing every Friday. No tuition is charged, attendance is entirely voluntary, yet she has a class of forty children who meet with her regularly every Friday after school for this work. This has no connection with the city schools and is maintained in a town where no form of manual training whatever is given in the public schools. What an opportunity for live work the schools are here neglecting! The equipment for this work is so inexpensive that any school could be supplied, yet we continually claim that manual training cannot be introduced because there is no equipment.

With little children technical work may be introduced with toys and serve as a means of expression, but the older children should see for themselves that their efforts are big with possibilities for real work, that they are no play subjects, but subjects which unite in the most practical of exercises the joy of work with the joy of play.

If Domestic Science could be taught in our public schools it would serve at least a two-fold purpose: First, girls would be trained to become more efficient housekeepers. Every woman should know the elements of household economy; if she does not need to perform the work herself, she at least should know how to direct it. Second, when self-maintenance is a necessity, training in the chemistry of cooking, food

values, household sanitation, and the like would immediately raise the girl from the rank of untrained servant to that of professional housekeeper, thereby giving her a social standing and removing that odium which attaches itself to the work of the unskilled domestic. Where cooking is largely a matter of tradition the girl in many of the poorer homes has little opportunity to fit herself to become a skilled and valuable servant. Domestic science has an attraction for both rich and poor, and should not be ignored among the branches of technical work.

The older boys should do work which deals with real things in a real way. If shop work is given the exercise should be such that the things made are useful. The boys are thus shown that the work they are doing in school is first cousin to that done in the humming factories and city shops. As little time as possible should be given to formal exercises and practice models, and as much as possible to the making of things—big things—real pieces of furniture and workable pieces of apparatus, that meet strongly-felt needs in the life of the boy and the life of the school. The tools to be used should be men's tools, the smaller sizes perhaps, but real tools to be employed with real work. Boys are greatly interested in things that move, and a lathe and jig saw, where they can be supplied, will greatly add to the fascination of the shop.

There are many lines of technical education advocated for school work with varying degrees of enthusiasm by their adherents. With all the claimants pressing for recognition you are inclined to ask "What work is best suited for the needs of my school?"

The best form of industrial education for the children of any given community must be that which will result in the development of power not adequately developed in the traditional curriculum, must train for efficiency in its own particular locality, and must give sympathy, understanding and respect for the life work of other industrial centers.

No more valuable or attractive subject could be introduced into the country schools than elementary agriculture. In a manufacturing city manual training certainly is a valuable aid in fitting the boy for his environment. On the other hand the work in agriculture should give the city child a wider experience and a broader sympathy. The good of the commonwealth demands that the man who lives in the city should have a sympathetic interest in the work of the farmer, horticulturist and gardener, so that while our first effort should be to give the child the work which will fit him most effectively into his own community, there should also be cultural breadth to the work outlined.

DOING AND THINKING

Dr. Richard G. Boone

BOSTON, MASS.

In general it may be said one is educated, not by knowing, but by doing; not through accumulation of information or knowledge, but through the use one makes of his knowledge. One may know too much. Excess of knowledge that cannot be employed in some way in life or achievement is only so much impediment. It was Josh Billings, perhaps, who said: "It is better not to know so many things, than to know so many things that ain't so." This may be truthfully paraphrased to mean: "Better not to know so many things, than to know so many things that can't be used." All else is waste lumber. By *use* is not meant application to the arts of life in a material sense only. But in some way experience to be worth while, and to justify itself, must appear in work or conduct, in life expression or service, in the shaping of ideals or one's living, else it loses vital significance and becomes only alien possession.

Both the race and the individual have so learned—though doing, directly; and incidentally through knowing how and what to do. In all the earlier years, especially, of a child's life, and for purposes of education, doing precedes thinking. With some persons in important interests in life, and with many persons in minor matters, this order is never outgrown. The teacher who uses incorrect English excuses herself by saying she didn't think; for her doing precedes thinking. The unkind word is spoken, for which, the next moment, one is sorry. Another teaches badly a particular lesson, and an after-thought only reveals the blunder. Doing has preceded thinking. The common expression is that one learns by experience. With the teacher, and with adults generally, this belated thinking is inexcusable. To the child it is constitutional. A pupil lad leaves his seat in the school-room, for the teacher's desk, and on the return a companion thrusts his foot into the aisle and trips him up. The offending pupil is called to account. Asked why he did it, he says he didn't think. But the teacher says, "It's your business to think." It were truer, perhaps, to say, "It isn't his business to think; it is his business to do, and the school's purpose to teach him to think." When one reflects how often the teacher's doing and management are thoughtless, unpremeditated, it should make him patient toward the little fellows to whom doing is the very essence of their living. And when further it is considered that all thinking in the beginning must be about things or actions, about one's perceptions or one's use of

them, it becomes apparent that the child's activities and behavior constitute the raw material out of which the child is to be led to construct his thinking. Be thankful for the busy, alert, ambitious, dexterous, moving boy. Something may be done with him. Learning itself may become a hindrance, if use of learning go not along with it.

In time, and gradually, the pupil must be brought to think along with his doing; to make his behavior thoughtful; his school exercises purposeful. His reading is good (as a means of education) not as it sounds well, but as the reader puts thought into it. The value of his bodily movements in physical exercise is measured by the amount of thinking he puts into them. The school almost habitually exalts the importance of a quiet room, and a smooth recitation, and an attractive slate, and a beautiful drawing, and a high per cent. in examination, over the real personal effort and meaningful care the pupil bestows upon his conduct, his recitation, his slate work, his drawing and his examination. And yet this thoughtfulness of doing is THE important thing, not the perfection of the product. With increasing real thoughtful purpose, the product will improve. But every teacher knows that the product may be improved (by imitation and attention chiefly to the form) without improvement in the thinking. Thinking must go along with the doing, and, at every stage, connect itself with the doing, start from the doing, and be because of it. Every common school exercise is more fruitful as it is made, by the pupil himself, the object of his accompanying reflection. But it must be his thinking about his doing; not a copy of his teacher's or the text's thinking about somebody else's doing. To be useful as a means of education, thinking, for the child, must start with doing, and must accompany doing, and find, in doing, its legitimate, and as far as may be, its adequate expression. On the level of the intellect, the primary purpose of school exercises, is to fix the habit of associating thinking with doing.

In time, and as representing a higher type of experience, thinking must, for all important interests, precede doing. The child must learn to think, to plan, to organize his purposes, before attempting to do. His thinking must have an intended doing in mind; and find the realization of its purpose in the constructive act. To this end in the school room the child must be trained to think his word, or his sentence, before he speaks, or reads, or writes it; to think the conditions of his problem before he undertakes to solve

it; to "see" the word before trying to spell it; to comprehend a situation before entering into it. To plan an essay, or to image a geometrical figure, or to design a school garden plot, is no less useful than to write the essay, or construct the figure, or to lay out the plot to measure. Indeed either exercise is incomplete without the other. Hence the value of simple design in drawing; the planning and preliminary work in manual training; school gardening, educational games, etc. There is no special virtue in manual training. Exercises in the shop may be just as wooden as memoriter and perfunctory exercises in other school-room subjects. From the point of view of the

intellect, the advantage of hand work consists chiefly in this, that it furnishes ready material, and often interesting material for thinking; makes easy, therefore, the connecting of thinking with doing, thus vitalizing the thinking, and insures better doing, both in the act and the product, as the act is purposeful. If doing precedes thinking, of necessity in the beginning, it is that the doing may be made thoughtful, to the end that thinking may, in time, take place for the purpose of doing.

To summarize: Doing without thinking is fruitless; thinking without doing is aimless; thoughtful doing is what is called expertness; by efficient thinking is meant intelligence.

CORRELATION OF GRAMMAR AND HIGH SCHOOLS

Prin. A. S. Boulware

COLUSA, CAL.

After having promised our worthy chairman to address you this morning upon this broad and important subject of correlation of our schools, I very soon came to a realization of the fact that this problem is one which appeals to me from several points of view with equal force. My connection with high school work necessarily brings the problem very close to me. I find, however, that two other influences are constantly tending to form my opinions—the students' point of view and that of the County Board of Education.

I can never forget the utter bewilderment which I myself felt upon first coming in contact with the high school at Mosphere in my freshman days at high school. For one reason or another I found myself placed in the four following classes: Latin, English, Ancient History and Algebra. As to the first of these my memory is, I fear, only too faithful. Utterly unprepared as to the nature of language phenomena, I found myself completely at sea for the space of some three or four weeks. What to me were those words and sounds, long a's and short a's, Mensa's and Mensae's? Only little by little did I come to appreciate that English was not the common language of mankind. Not that I did not know that there are various languages, but it required considerable time to impress upon me the fact that different peoples express thoughts in far different ways. When I began to see that translation was not transliteration and that we must translate idea for idea according to the peculiar idiom of the languages involved—then, and only then, did I begin to make progress.

In English, too, I had false impressions to correct. I had conceived the idea that

all things which were not actual truth were forbidden fruit. Arabian Nights seemed trash. My delight had been to devour books of an historical character, such as the lives of Napoleon, Washington, Lincoln, Daniel Boone and so on. I delighted in stories of nature, travel, and description. Only gradually did I discover that novels might be respectable literature.

History, too, had its bewildering array of unheard-of places and unpronounceable names.

Algebra alone seemed reasonable—for I was mathematically inclined.

And so I always remember my own early experience when new classes begin their high school career.

In preparing this address therefore, I have tried to see this problem from many sides, to see conditions as they actually exist today in Northern California, and to grapple with the questions mainly as they concern you, the Elementary Teachers, and as they confront the high schools of Northern California.

What are these conditions today? Have we made much or little progress toward proper correlation? Have we, in bringing down into our grades the high school studies of science, of English, and what not, taken time which was absolutely necessary for the fundamentals of elementary education, and thus defeated our greater purpose? Is it better to give our grammar school graduates a smattering of science, of higher English, of bookkeeping, etc., or to ground them thoroughly in the fundamentals of education—those things which they must and will use at every stage of life, inculcating such material from the other subjects as we can incidentally? Have we not paid too

dear a price for a certain sort of correlation? Let us see.

I think I voice the sentiment of high school people generally when I maintain that if we are given students who can spell, who can punctuate fairly well, who can stand up squarely on their feet and tell us in plain, unfaltering English what thoughts they have, who know the general distinction of sentence and paragraph, students who have a fairly accurate knowledge of geography, simple arithmetic—and who can write legibly—that if we are given students who know these things and practice them, that we are to be congratulated upon our good fortune. I do not mean to say that we want no more than this—oh, no! Our greatest problem, as high school teachers, is to make something of those students who come to us weak in the fundamentals.

It seems that we have had a popular fad going under the name of "enrichment of the curriculum." We have crowded into the course for the eighth year from twelve to fifteen subjects that must be taught—because the County Board says so. Consequently we are compelled to divide our day up into short periods of fifteen or twenty minutes—or even less. There is no time to do anything deliberately or thoroughly. Bad habits of study are very apt to be acquired under this stress. In the high school, although we may enrich the course, we do not expect that any student shall take more than four subjects. Think of the inconsistency of the situation. The high school puts these same pupils, who a few months ago were carrying eight subjects or more at one time, into four classes. The student only learns gradually that he cannot get his lesson in fifteen minutes. He has been trained in superficiality. He does not know what sustained effort is; he does not know what thoroughness is. So is it any wonder many fail?

The situation is really serious. I question the saneness of trying to do some of the things which we attempt to do. As I overheard some of you say since this convention assembled—it is just as absurd to give plum pudding to a babe in arms as to try to make our grammar-grade pupils comprehend some of the things which we set before them. Dr. Jordan has a way of saying that a book is only good in so far as it is read and appreciated. We maintain that education, likewise, is only good in so far as it is understood and acted upon. Dr. Boone has continually reminded you of this. I am of the opinion that we have scattered the energy of the children over too large an area, and that we have failed to get the expected results. We need to look toward concentration.

It is manifestly absurd to think that the child makes any abrupt change in any given year. How absurd, then, as we remarked

a moment ago, to give the eighth grader eight or a dozen subjects per day and next year expect him to take but four. He cannot easily pass from one stage to another. He has been brought up on the idea of a fifteen-minute preparation and a recitation immediately following. The high school teacher is unreasonable, in the child's estimation, when she expects an hour's preparation.

No, my friends, we have gone astray and we need to turn back. Psychology and experience teach us that there are three essential steps in the acquirement of knowledge, namely: Registration, retention and recall. We must have more time for the second and third of these. In fact, we must more and more give our attention to review. We must have time. We can gain much by correlation within the narrow limits of the fundamentals. Our schools are tending unquestionably toward manual training and such work, and we must make way for this by thorough-going correlation within a much smaller number of subjects. You can get all that is valuable to the child from the general field of knowledge in this way.

Now a word or two as to the high school and its part in this matter of correlation. High school people generally take too much for granted. A diploma of graduation from the grammar grade is not, and in the nature of the case cannot be, a guarantee of anything. The tendency is to shift responsibility. We, as high school teachers, do not go down to meet the grammar schools halfway. What must be kept continually in mind is that seniors in high school are to be taught one way and freshmen another. There can no more be a single standard in the high school than in the grammar school. We must all remember that the life of the student is a continuous process, and not merely a succession of steps. The passing from grammar to high school, and from high school to college, must be great landmarks in the progress of the individual, but it is our duty as educators to make the graduation natural and easy.

Thus far we have considered only the studies. There is another and all-important side—the matter of discipline. The high school relies upon means for control somewhat different from the grammar school. We expect the student in high school to have a certain measure of self-control. We act upon it more and more toward the senior year. The grammar schools can help us immeasurably by looking forward to this ideal in the management of the upper grades. You cannot expect the boy who is held in subjection by the rod to learn self-control.

And further—discipline includes more than mere observance of order. We are very much of the opinion that a great deal of self-control can be inculcated through the

lessons. Let the student learn the value of sustained effort, let him do some intensive work; have him read books and tell you the stories; let him describe, in his own words, an historical event of which he has read; let him give stated reports from time to time—the date from these being set some weeks in advance. Let him debate with his fellows. In a word, let him learn as much as may be to control his own energies and manage his own time, to assume certain responsibilities.

On the other hand, the high school teacher must not forget to adopt methods which are consistent with the child's previous experience. Let us all bear in mind that no metamorphosis has suddenly taken place between the grammar and the high school.

And now to sum up: There is something in the way of correlation for both schools to do. We can improve the situation much by intelligent co-operation. Let us aim more at concentration in our subjects, teaching

the fundamentals with determination, inculcating as much as is valuable from the whole field of knowledge through these. Remember that that which is valuable is that which the child can make his own. Let the reading matter which we put into the hands of the children include a great part of the material which we now teach in separate courses. But let them learn to read. Every high school teacher agrees with Dr. Boone when he says that the great trouble in higher education is poor reading, unintelligent reading, ignorant reading. This, I am free to admit, is as true of the college student, the high school graduate, as it is of the younger children.

While we are teaching them how to read, let the content matter so broaden their minds and sympathies that they are truly passing step by step from the known to the unknown without a conscious break in the process.

GOOD WRITING: What it is and How it May be Obtained

Supv. Frank A. Kent

STOCKTON, CAL.

In the early seventies the system of writing in use was the Spencerian. It was the first of the modern systems of writing, and was probably the most artistic and most beautiful writing we shall ever see. Some of the writing of that grand founder of our penmanship, Platt R. Spencer, executed with a quill has not been excelled in these later days that have brought the art of steel-pen making. The increase of business, the invention of labor-saving devices, and the general trend toward the strenuous life have demanded something more in keeping with the times. The beautiful shading and long graceful loops were too slow for modern business methods and had to go.

Spencer was artistic and his idea was to make writing as beautiful as possible. Today we are striving to produce writing that will be plain, rapid and easily written. This is a practical age.

Finding that Spencerian writing was not suited to the youth of our country for the reason that a small per cent. only are artists, the different publishing houses cast about for something more practical. They imagined that Mr. Spencer did not have the correct slant. Founded, no doubt, on the same observation we all have made that all good writers do not write the same slant. Numerous systems, each claiming to have discovered the correct slant, were brought forth until finally we were startled at the publication of a system of writing without any slant at all. A certain Mr. Slim, a writ-

ing teacher from the woods of Canada, had found the solution. He had observed that the grass, flowers and trees grew in a vertical position. It necessarily followed that if we were to be true to nature we would write with no slant at all. Through the judicious advertising of those who had books to sell it came into general use. Pupils in the first few years made legible characters in a very short time, and educators everywhere were delighted to know that the question was at last settled. All went well until the pupils went through our school system, and went out into the business world. Their writing was generally found to be even worse than before, and the business interests demanded change. Those who developed any individuality at all wrote a back-hand.

From the vertical we all rushed to the present medial slant, and now comes what, in my opinion, was the real cause of the failure of all of these systems. It is the lack of method in teaching. No system ever invented has been or will be successful unless some good method is used in teaching it. Just as surely as it is necessary to teach reading and arithmetic by some method, so it is necessary to use some method in teaching writing if we ever expect to produce anything more than scribblers.

How large a per cent. of the boys and girls on leaving school are good writers? I am sorry to say that it is very small. The good writers of today are coming from the

commercial schools. The reason why is very evident to one who has taken the trouble to investigate. They have been compelled to produce something that would pay. They had to produce writers or go out of business. They did produce them, and we are today just beginning to realize that we must use the same methods employed by them if we are to be successful in teaching writing.

What is good writing? Does it consist merely in the production of correct forms? In my opinion it does not. The mathematically correct forms sometimes produced in the primary grades may please both teacher and parent, but do not deceive yourself. It is not writing. It is but drawing. Follow these same children through the grades and unless they have been actually taught writing in each grade you will find in the scribble of the eighth grade examination paper little trace of the beautiful copper-plate work of the primary grades. They have never learned to write. Writing once learned is never forgotten. To illustrate this point: I had a number of years ago a boy attend my school who learned to write well. He left school and went to the farm and engaged in the ordinary farm work. Three years after he wrote me a letter and it was as well written as any you would wish to see. He had learned to write, and it will be his own as long as he lives.

Now as to method. The only method that has stood the test of time is that of using the muscular movement, rather than the movement of the fingers. Argument on this point is really not necessary, and yet we might state that the main reason lies in the fact that we secure much greater power by using the muscle of the forearm and secure the ability to write across the page without lifting the pen and shifting the position for a new base.

The method consists in developing this movement by means of simple exercises and in the controlling of it in the production of the correct forms.

The simplest exercises are given first, that the pupil may acquire confidence and see for himself that he can actually write with the movement. We follow this with exercises developing the different letter forms, and thus continue the process of learning to write. Muscular movement developed, but not controlled, is mere scribbling. You can illustrate to a class what the movement is and have every pupil using it in from ten minutes to half an hour, but the process of acquiring control is the one that requires time and careful training. The method, if it is a good one, will lead gradually from what is easy to what is more difficult, and bring the pupil out at last with a good, rapid and legible hand that is written with little or no fatigue.

The matter of position is of vital import-

ance. It should be first of all an easy one. They should be started out with as little a handicap as possible. The position that suits the majority of persons is described as follows: You must use your judgment in this matter. If this position is manifestly not the proper one for a particular boy or girl, do not compel him to keep it. No one was ever able to do very much in an awkward position.

As to classes. Assuming that all pupils have a correct position, advance to the board and place thereon a movement exercise. Have the pupils make the same while you count for them. Work with them and show by your actions that you really mean it. If you proceed in a half-hearted way you must expect just that kind of results. I have heard teachers say that they do not like to stand before a class and put work on the board, as their work is not good enough. To these teachers I have this to say: There is not a teacher engaged in the work in California today that cannot learn to write by the judicious use of a few minutes each day. What would you think of a teacher who would admit that she could not teach fractions because she did not understand them? I ask it in all fairness. What would you think of her? And yet it is a very common thing to hear a teacher making the very same admission in reference to writing. We require a little child of six years to stand before us and read, recite pieces and sing, and yet when it comes the turn for the teacher to perform we say "can't."

It seems to me that all that is required is a little moral courage that we read about in the school literature. There is nothing personal in this. It is true most everywhere.

Now a word about blackboard work. Did you ever stop to think what kind of an impression it must make on the mind of a child when we use neatness during the writing lesson and then all the rest of the day show him that we did not mean it by putting on the board careless work? Take just a little more time and the results will more than repay you. You will probably say that you have not the time; that you have all that you can do to get in the work of the day as it is, without taking extra time for this. With the application of a few moments each day you will soon be able to put on good work as rapidly as you ever did the careless work. And why should we not aim to improve our work? Are we not making demands for higher pay? Does it not then devolve upon us to make ourselves worthy of it?

Primary work should be as much as possible at the board. The little muscles of their arms are not strong enough to admit of this movement. Give them exercises at the board, and in the writing they do at the seats watch the position closely. If

you succeed in teaching them good habits in the matter of position, and a fair degree of accuracy as to form, you are doing far more for them than if you spent all your time securing absolute accuracy of form, which would be lost as soon as they were required to do some rapid writing.

Slant. Don't spend your time trying to get all the pupils to write the same slant. You could not do it if you did nothing else for ten years. And what if you could? Would it be of any use to you or the pupil? If he uses too much slant, tell him to stand

up a little. If he has no slant, tell him to lean forward a little. What would be the correct slant for you may not be for him. Let him find his own and so long as it produces legible work, what do you care how many degrees it is?

In conclusion, I would like to state that, just as surely as the Spencerian failed, just as surely as the vertical failed, so will the medial fail unless the teachers acquaint themselves with some good method of teaching it.

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Mayme Starbuck, third grade.
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Alice Smith, second grade.
Mrs. S. B. McGann, first grade.
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Jennie H. Yorke, first grade.
Iva Hughson, first grade.
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 Minnie Whipple, Corning.
 Mary Mahoney, Red Bluff.
 Emma Hiatt, Red Bluff.
 Mrs. Lena Freemeyer, Bend.
 Mattie A. Moore, Lyonsville.
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 Carrie A. Jobe, Corning.
 May Todd, Corning.
 Ella M. Marshall, Corning.
 Mrs. Rhoda Blatchley, Corning.
 Mrs. Nellie G. West, Corning.
 Flora Miller, Corning.
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 Alta Reynolds, Corning.
 Daisy Weltemeyer, Corning.
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 Lucenia Strawn, Cottonwood.
 Gabrielle Flanagan, Corning.
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 Lily Brinkman, Cottonwood.
 Viola Jobe, Orland.
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 Lillie Wilder, Henleyville.
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 Leonore Moore, Corning.
 Rosa Curry, Red Bluff.
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 Mrs. May C. Crenshaw, Manton.
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 Lulu Swanson, Paynes Creek.
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 H. H. Sauber, Vina.
 Jennie Chesbro, Corning.
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 Mrs. Josephine Eaton, Lowrey.
 Mabel Campbell, Newville.
 Hazel Keeran, Los Molinos.
 Birdie Warner, Corning.
 Beryl Mansfield, Soda Springs.
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(Yuba County list not yet received)

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 A. W. Stamper, Chico.
 Miss E. Wilson, Chico.
 M. E. Meriam, Chico.
 C. A. Stebbins, Chico.
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Please note that the editorial and business offices of this publication have removed to their old location, 717 Market street, San Francisco.

Please address business communications to us there.

NOTES

The Educational Publishing Company is again in San Francisco, being located in the building from which they were driven by the fire. They will be found on the fourth floor with larger equipment and better facilities than ever. Mr. J. H. Mitchell is manager. Address, 717 Market Street.

The W. C. Doub Company is located permanently in room 604, Kamm Building, 717 Market street. This is a comparatively new company, organized about the beginning of 1906 by Mr. W. C. Doub, formerly Superintendent of Kern County schools. They will have very handsome quarters.

County Superintendent J. A. Scott of Yuba County has recently resigned to serve as treasurer of the Calkins Newspaper Syndicate of San Francisco and elsewhere, of which he has been for some years a director. His successor is yet to be appointed.

A new local educational periodical has been begun in the upper Sacramento Valley called "Tehama County School Journal." From the experience of three years in starting a school paper we offer our sympathies and a hope that they will succeed. They have made a brave beginning.

The committee of Santa Cruz citizens, consisting of T. W. Kelley, President of the Board of Trade, J. P. Twiss, G. A. Montelle, J. W. Linscott, City Superintendent of schools, Colin H. McIsaac, Secretary of the Board of Trade, Carl Kratzenstein and Frank Maddison have outlined the preliminary work of formulating a program for the reception and entertainment of the State Teachers' Association which will convene there and be in session from Dec. 30 to Jan. 2.

A committee of three, composed of Frank Maddison, Carl Kratzenstein and G. A. Montelle, was appointed to confer with Manager Fred W. Swanton of the Beach Company with reference to providing means of entertainment for the 5000 visiting educators that are to assemble there.

The correspondence so far received by the local committee of arrangements indicates apprehension lest sufficient accommodations could not be secured and this fact led to an investigation on the part of the committee who reported that there was no need of anxiety.

The program as far as outlined, which is subject to change, shows that outside of the regular routine addresses will be made by such notable educators as James J. Hughes, inspector of schools at Toronto Canada; Benjamin Lindsay, an eastern educator of note; David Starr Jordan, Benjamin Ide Wheeler, State Superintendent of Schools,

Edward Hyatt, Prof. A. F. Lange and Prof. E. P. Cubberley.

Former Gilroy teachers are located as follows: Miss Annie Ellis at Morgan Hill high school; Mary Phelps, San Jose high school; Miss Ella O'Connell, Fruitvale high school; Mrs. H. H. Holly, nee Grace Bruckman, is living in Visalia; Miss Lydia Blanchard is teaching in the southern part of the State; Mr. J. S. Denton is principal of the Oxnard high school; Mr. E. E. Taylor is now practicing law in the city of Los Angeles; Miss Erna Purcell is teaching in San Luis Obispo County; Mr. Dr. Richards, nee Alice Rodgers, is in Boston; and Peebles Shoaff is Principal of the Fairfield grammar school.

Notice for Bids for School Maps

Notice is hereby given that the Board of Education of the city of Los Angeles will receive bids for supplying 448 wall maps for use in the city schools. These must be durable cloth maps, mounted singly on spring rollers, without case, as follows: North America, 61; South America, 71; Europe, 66; Asia, 71; Africa, 70; the world, 65; California, 44. Samples must be submitted. All bids must be sealed and filed with the Secretary of the Board, at 726 Security Building, corner Fifth and Spring streets, on or before Nov. 29, 1907, at which time bids will be opened in public. The Board reserves the right to reject any and all bids.

Los Angeles, Oct. 24, 1907.

N. S. AVERILL,
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Bids will be submitted, upon request, for printing the proceedings of educational meetings, teachers' organizations, etc. For special offers, advertising rates, etc., consult the manager.

Subscribers will please notify us promptly of changes of address, giving both old and new address; also of any failure to receive the paper.

Meetings

CALIFORNIA

Kern County Institute, Bakersfield, Nov. 25 to 27.

Ventura County Institute, Ventura, Dec. 16 to 18.

San Bernardino County Institute, Colton, Dec. 16 to 18.

Los Angeles County Institute, Los Angeles, Dec. 16 to 20.

Alameda County Institute, Oakland, Idora Park, April, 1908.

Southern California Teachers' Association, Los Angeles, Dec. 18 to 21.

California Teachers' Association, Santa Cruz, Dec. 30.

San Joaquin County Institute, with State Assn., Santa Cruz, Dec. 30.

Santa Clara County Institute, with State Assn. **Santa Cruz County Institute**, with State Assn.

COLORADO

Colorado State Teachers' Association, Dec. 31 to Jan. 3, 1908.

WASHINGTON

Inland Empire Teachers' Association, Pullman, April, 1908.

COUNTY EXAMINATIONS

Nevada County, Nevada City, Cal., Dec. 30.

Editorial

The great meeting of the Teachers' Association of Northern California at Sacramento has come and gone, with great credit to those who planned and carried it out. It was the largest and most enthusiastic meeting ever held by the Association. Ten whole counties and part of two others were in attendance, an aggregate of nearly 1200 members. Next year we go to Marysville. Let's all be there again. The program was simple and well arranged, and was open to but one criticism, that there were too many speakers at each of the general sessions. Two, or at the most three long addresses, are all that one average mind can take in with any degree of satisfaction. With this slight exception everything was strictly first-class, and this was not so marked as in some State Association meetings of the past.

It was the finest opportunity the teachers of Superior California have had to make and renew acquaintances in many years, and then there were not nearly so many of them.

Long may the Association flourish. Further increase of numbers is not necessary or even desirable, since hall space is limited as well as hotel accommodation, but the kindly feeling of neighborliness has been greatly advanced and the representatives of many small schools have been much strengthened by the Association for which there is none other to take its place.

Let us meet each other in Marysville next year.

The editor is moved by a conversation held on the way to the Teachers' Association of Northern California to make a suggestion. We have two strong localized meetings, in Southern California and in the Sacramento Valley. There is another unit in the circuit established last year south from Stockton, and another about to be established this year centering around Fresno. If still another group could be centered around San Francisco, including all the Bay Counties, we then would have five strong nuclei among which the California Teachers' Association could move in regular circuit with certainty of support. Thus every five years each center of population would have had the State meeting once. The local gatherings could thus plan in advance, and could get the city of meeting fully prepared. The strife from year to year which engenders political work in the State Association could be obviated. A nomination for the Presidency could be made in which all parties would know whether the candidate could serve to good advantage. Other advantages will readily be apparent.

Owing to the importance of getting the material presented at the Teachers' Association of Northern California before those present as early as possible, much material is omitted from this number that would otherwise appear. We have considerable material on hand for correction of the high school list printed in an earlier number, thus bringing it up to date, for which we thank many principals and teachers who have so willingly contributed.

However, it has been impossible to insert it in this issue, and it will be put in the December number, which we expect will appear in less than three weeks, as this issue has been delayed to receive material for the proceedings of the Teachers' Association of Northern California.

Last year we printed over a thousand extra copies of the proceedings to supply requests for extra or missing numbers. The demand did not exceed one hundred copies. This year we print three hundred in excess and stand ready to supply missing and extra numbers to that extent. One copy will go to each teacher and others whose names appear in the printed list. Two copies are being sent to each County Superintendent and each speaker on the regular program. If any fail to receive them, inquire first at the Postoffice address given in the printed list, up to the first of December. As we expect to mail on the 14th of November, the papers will not be kept longer than December 1st at the Postoffices. If inquiry fails to develop them, write to us at 717 Market street, San Francisco, and a copy will be sent you.

In this connection kindly note that by our arrangement with the Executive Com-

mittee each member of the Association will receive a copy of this journal monthly until the next Teachers' Association of Northern California. Those who have preserved their receipts will note that this fact is mentioned in due form.

As official journal for the Teachers' Association of Northern California we will be pleased to print from month to month bulletins by County Superintendents or the Chico Normal which should go to every teacher. As this magazine will reach every teacher in Amador, Placer, Sacramento, Yolo, Nevada, Sutter, Glenn, Colusa, Butte, Tehama, forty-four teachers or more of Shasta and about twenty of Yuba County, it is evident that in this way each County Superintendent can issue bulletins sure to reach every teacher in his or her county. Matter of this sort should be in our hands by the 25th of the month preceding the date of issue.

Notes

Kern, Tulare, Kings, Fresno, Madera, Merced and Mariposa County Superintendents meet again on Nov. 22 to complete arrangements for a circuit of institutes, for economy and to save confusion.

The El Dorado County Institute was held at Placerville about the middle of October.

One of the new bookmen on the coast is Mr. C. H. Hathaway; a Dartmouth man, representing the firm of Charles Scribner's Sons. He promises to be a welcome addition to the list of that energetic crowd. He will be found when in town at 917 Polk street.

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Notes

Mr. Edward Hohfeld, formerly Principal at Visalia and later at Auburn, is now practicing law in San Francisco, in the James Flood Building.

The Monterey County Institute was held at Pacific Grove during the week of Oct. 14. The lecturers were State Superintendent Hyatt, Dr. M. E. Dailey, Principal J. H. Francis of Los Angeles Polytechnic high school, Superintendent H. A. Adrian, Deputy Superintendent T. L. Heaton, Dr. H. W. Fairbanks and Mrs. L. V. Sweesy, who provided an unusually excellent program.

The lecturers at the Napa County Institute in Napa during the week of Oct. 14 were Prof. Bernard Moses, Dr. Richard G. Boone, D. R. Jones and Miss Stella Huntington.

The California Physical Geography Club has just gotten out Bulletin No. 2 during October. The contents include articles by Dr. H. W. Fairbanks, Prof. Alexander McAdie, Prof. R. S. Holway, Miss M. Estelle Wilson, Carey T. Wright, Joaquin Miller, and other miscellaneous writings. It presents a fine appearance and should be read by everyone interested in physical geography.

The Macmillan Company have recently increased their force on this coast. At present the San Francisco office directs the work in California, Oregon, Washington, Idaho, Nevada, Utah and Arizona. The general supervision is under the care of Mr. Jesse Ellsworth, while Mr. T. C. Morehouse looks especially after the northern and central part of California, with Nevada and Utah. Mr. Charles H. Seaver is located in Seattle and keeps an eye on Washington, Idaho and Oregon, while within a few weeks Mr. F. E. Cobler, formerly of the book department of the Los Angeles branch of Cunningham, Curtiss & Welch, has been given the traveling work for Southern California and Arizona. His office will be with Cunningham, Curtiss & Welch in Los Angeles.

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